

CORNELL UNIVERSITY OFFICIAL PUBLICATION

ANNUAL REPORT

OF PRESIDENT

EDMUND EZRA DAY

FOR THE YEAR

1941-42

With Appendices containing a Summary of  
Financial Operations and Reports of  
the Deans and other Officers

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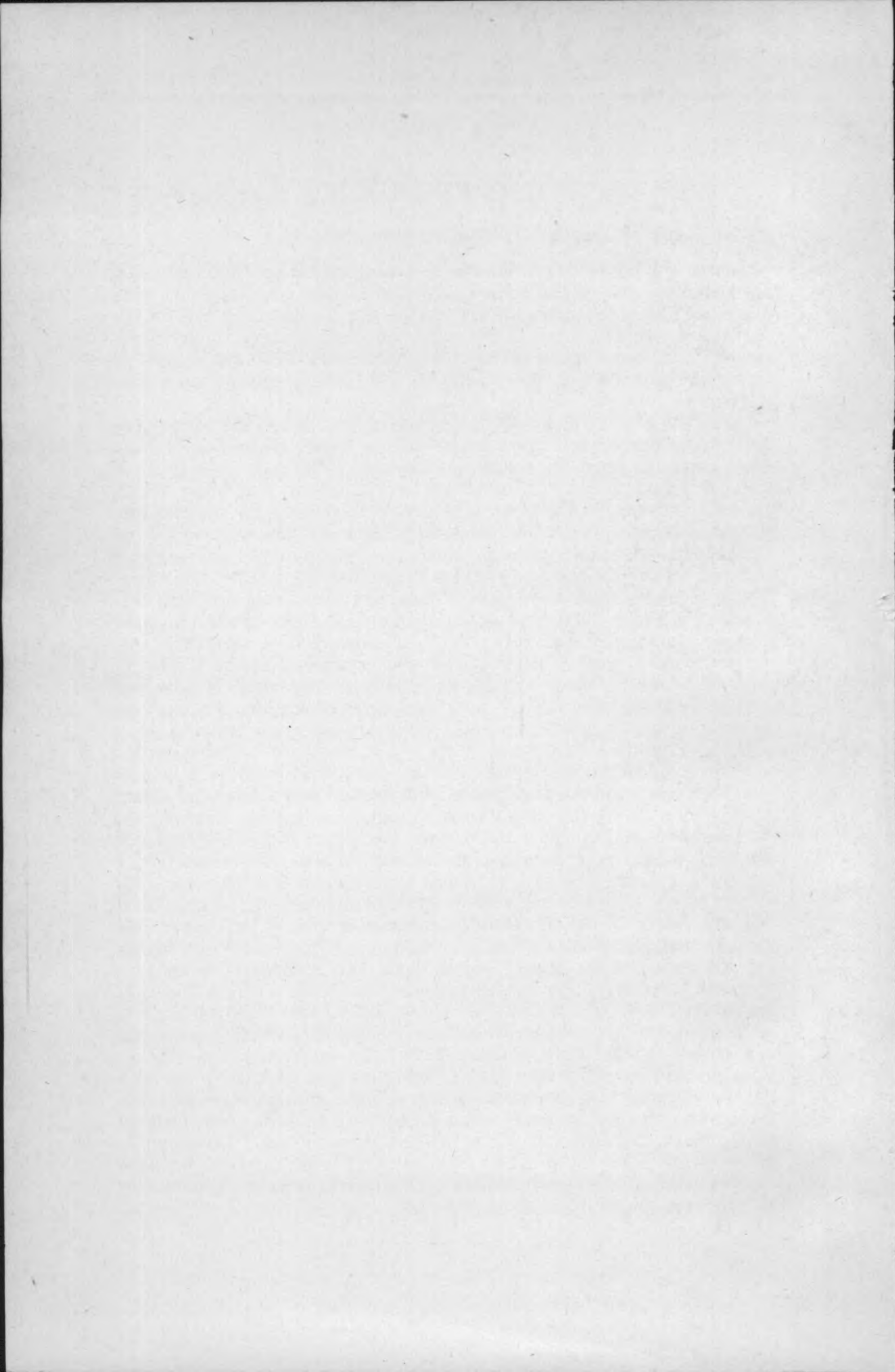
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## REPORT OF THE PRESIDENT, 1941-1942

*To the Board of Trustees of Cornell University:*

I have the honor to present the following report on the University for the fifth year of the present administration—the academic year 1941-42. The accompanying reports of the deans and heads of independent departments and offices, presented in a series of appendices, afford a detailed account of the year's operations. The comprehensive financial report of the Treasurer of the University appears as a separate volume.

As in the life of the nation as a whole, so at Cornell the year 1941-42 broke sharply into two parts—before Pearl Harbor and after Pearl Harbor. There are enormous differences between a program of defense aimed at fortified neutrality and an all-out war effort aimed at decisive victory. The American people have been finding this out since December 7, 1941. So have the colleges and universities.

The drastic transformations which now confront the colleges and universities did not become apparent immediately after Pearl Harbor. They penetrated the thinking of educators only as the full implications of modern total war gradually became clear. Institutions of higher education have certain well-established functions in a free society such as ours. They cultivate the practice of the arts and the pursuit of truth. They support and facilitate the work of scholars, artists, and scientists. They provide liberal education. They afford opportunities for professional and advanced technical training. It is now quite evident that some of these functions are bound to suffer eclipse in an all-out war effort.

In certain important respects, war is by very nature a direct nullification of the basic purposes of higher education. In so far as war demands self-sacrifice and the recognition of supreme moral and spiritual values, it is, of course, in full accord with the aims of higher education soundly conceived. But in times of peace, democratic education serves generally to promote humane and rational living. Wars are not likely to be successfully conducted in any such spirit. It follows that higher education is bound to undergo radical distortions for the period of the present world crisis. While it would be folly to suspend completely the long-range services of the colleges and universities, the fact remains that these institutions, like all others, must bend to the crucial need of a complete mobilization of the national resources in the winning of the war. For the duration of the conflict, and possibly for some time thereafter, there can be little or no education as usual. The program of the colleges and universities must be a war program. In every conceivable way it must contribute to the earliest attainable victory. It will take time to make this principle fully operative in the life of an institution as large and complex as is Cornell. Nevertheless long strides in this direction have already been taken.

## THE STUDENT BODY

The University opened in the Fall of 1941 with a student enrollment almost exactly equal to that of the Fall of 1940—a considerable increase in the College of Engineering offset smaller decreases elsewhere in the University. In this full maintenance of total registration Cornell was quite exceptional among the institutions of comparable size and character, most of which experienced declines of enrollment ranging from eight to twelve per cent. Following Pearl Harbor there were widespread predictions of an immediate exodus of able-bodied male students. The profound unsettlement that prevailed among the students generally from December 7 until the Christmas holidays lent substantial support to such expectations. Subsequent events, however, proved the forecast to be quite unwarranted. As the students gave more careful thought to the ways in which they could individually be of most service in the war effort, the great majority concluded that they could wisely continue their education until the Army and Navy gave definite indications of how they would like to use available manpower. The actual shrinkage in the student body after Christmas 1941 was negligible. The mortality at mid-year was somewhat above normal—as might have been expected in view of the deep disturbances through which the students had been passing just before—but was not seriously augmented. During the Spring, departures naturally ran appreciably over normal. Selective service, voluntary enlistment, and exceptionally remunerative employment opportunities combined to effect this result. At the end of the year the student body was about ten per cent smaller than in October, a shrinkage twice that experienced at the University in a normal year.

## ACCELERATION

Ways and means of enabling students to get through to their degrees more quickly were discussed by some of the separate faculties of the University early in 1941, and the Law Faculty, with acceleration in mind, went so far as to introduce a new full term of instruction in the summer of that year; but in general there was no disposition before Pearl Harbor to make it possible for a student to graduate in shorter time than had been customary. As soon as war came, however, the subject of full acceleration came up for extended discussion. Any idea that admission or graduation requirements should be lowered as a war measure was promptly rejected, except that both the Law School and the Medical College voted to accept thoroughly qualified candidates upon completion of three instead of four years of college work, a privilege previously extended only to superior Cornell undergraduates. The general idea of speeding up work did, however, prevail. The calendar for the remainder of the year was telescoped by shortening the recesses and examination periods, with the result that Commencement Day was advanced three weeks—from June 15 to May 25. Moreover, arrangements were made for

the continuous operation of parts of the University through full-term summer offerings. As matters now stand, the Medical and Veterinary Colleges are conducting year-around programs which are compulsory for all regular students. The Law School, the Engineering College, and the College of Architecture are conducting summer terms of full semester length, but leaving attendance at these summer terms optional with the students. The Colleges of Arts and Sciences, Agriculture, and Home Economics, on the other hand, have not yet set up full summer terms but have depended upon expanded offerings of instruction in the Summer School to take care of the needs of their students. The Summer School has, on its part, responded to the demand for acceleration by scheduling work in terms of five, six, and five weeks each—combinations of these being allowed—running from May 25 to September 12. In general it may be said that the several faculties have made ample provision for as much acceleration as the students can possibly handle.

The case for and against acceleration was debated at length before the accelerated programs were introduced. It is fair to say that the educational efficacy of high-pressured continuous instruction is sharply challenged by some members of the University faculty. Furthermore it is quite evident that a considerable proportion—perhaps fully a half—of Cornell undergraduates find it virtually impossible to finance continuous college work; they need the summer months to earn money. But as a war device the year-round calendar appears to be clearly in order. For the duration of the war, most of the University will be offering continuous instruction in three terms of fifteen weeks each, these terms beginning approximately on the first of October, February, and June. The Medical College, on a four-quarter system, will begin its quarters on the first of October, January, April, and July.

#### SPECIAL WARTIME INSTRUCTION AND USE OF FACILITIES

The scope of war training programs carried on by the University with and for various branches of the Federal Government widened rapidly during the academic year. Engineering, Science, and Management War Training courses, supported by the U. S. Office of Education and conducted by the College of Engineering, enrolled more than 7,000 men and women, nearly three times the number enrolled in the previous year. The number of training centers increased from 6 to 18.

Among those enrolled were employees of more than 450 industrial concerns. This same program enabled the University to give courses in Ordnance Matériel Inspection for the Rochester Ordnance District of the U. S. Army and, in Electrical Communication for the Signal Corps, and to expand the Diesel Engine course for student officers of the U. S. Naval Reserve.

The Diesel Engine course became the nucleus of the Naval Training School established at the University by the Navy on July 1 of this



year. As early as January the Navy had considered Cornell as the site for a pre-flight training center for the Naval Air Force, but the plan was abandoned after an official inspection in February. Negotiations were later completed for the establishment of a Naval Training School to train approximately 950 officers at a time in Diesel engines, communication, and indoctrination.

Dormitory facilities for the officers were made available in Sage Dormitory, Cascadilla, North Baker, South Baker, and Boldt Halls, and Baker and Boldt Towers. Removal of women students from Sage made necessary an extensive program of remodelling houses owned by the University in suitable locations for rooming houses. The problem of housing regular men students has been attacked energetically by the fraternities and by Edgar A. Whiting, Assistant Director of Willard Straight Hall, who was designated to survey the rooming houses in Ithaca and to aid students in securing suitable accommodations.

Construction of a mess hall for the Navy was undertaken in the early summer, in order that it might be completed before the opening of the regular fall term. In the meantime, the student officers are being served in Willard Straight Hall.

The University Clinic has assumed the added responsibility of giving medical service to the student officers, with the assistance of one Navy medical officer on the staff of the Training School. Athletic facilities have been made available by the Department of Physical Education and Athletics.

#### ADDITIONS TO PLANT

Meeting the requirements of the Naval Training School would have been difficult without the facilities of Olin Hall of Chemical Engineering, which was completed during the year, and which will be formally dedicated on October 3, 1942. While some portions of the building were being equipped for use in the fall by the School of Chemical Engineering, office space was provided in other portions for Captain B. W. Chippendale and his staff of officers and enlisted men and for the administrative and part of the teaching staff of the ESMWT program. Classroom space for the Navy was also provided in Olin Hall, as well as in Myron Taylor Hall.

Headquarters of the Naval Training School have since been shifted to Sage Dormitory, and by the opening of the fall term all the needed resources of Olin Hall will be in use by the School of Chemical Engineering, for which this magnificent modern structure was designed.

Another building for the College of Engineering, the High-Voltage Laboratory, was completed on East Mitchell Street during the year and is expected to be completely equipped by the end of the summer. This all-steel structure has 60-cycle equipment capable of testing apparatus for voltages higher than any now in commercial use, and also has impulse testing equipment that can simulate natural lightning up to 3,000,000 volts. Like Olin Hall, it is unsurpassed for its purpose.

## WAR RESEARCH

Research having a direct bearing on the war has been in progress in many divisions of the University, notably the College of Engineering, the Departments of Physics and Chemistry in the College of Arts and Sciences, the Medical College, the State College of Agriculture, and the School of Nutrition. A number of the research projects have been undertaken at the request of and with financial support from the Federal Government. Many others have been undertaken by members of the staff on their own initiative or with encouragement and financial support from the State or from war industries. Of necessity, the results and even the subjects of most of these projects are of confidential nature.

## THE SCHOOL OF NUTRITION

The School of Nutrition has now completed its first year. It had 35 graduate students and gave advice and supervision to 20 undergraduates who announced their intention of entering the school at the end of three years of pre-nutrition work in other divisions of the University. Three curricula have been set up to guide students who plan to take the complete five-year program leading to the M.S. degree.

A new course in the chemistry of food and nutrition was organized for students in the School of Chemical Engineering. Ten of the graduate students in the School of Nutrition are being trained in cooperation with the Sanitary Corps of the U. S. Army for special service as food and nutrition officers.

With a grant of \$10,000 from the New York State War Council, the staff of the school has undertaken special studies of the nutrition of workers in war industries, the nutritional needs of the people of the State in relation to the food supply produced within the State, and of other subjects suggested by the Council, and has also prepared technical reports, slides for use with talks, and popular leaflets on nutrition and health. Four other research grants, totalling more than \$18,000, have been received for special projects.

## THE PROPOSED SCHOOL OF BUSINESS AND PUBLIC ADMINISTRATION

During the year, the Board of Trustees authorized the establishment of a School of Business and Public Administration as soon as funds become available for that purpose. A special faculty committee, which studied the matter for some time, reported a definite need for such a school at Cornell to coordinate the work already offered in various departments of the University and to supplement these courses with others needed to round out two suggested curricula.

## STUDENT WAR TRAINING AND ENLISTMENT PROGRAMS

America's entry into the war brought into sharp focus the problem of preparing students for national service. In this respect, the long

established position of the Cornell Reserve Officers Training Corps and the high quality of its program placed the University in a particularly advantageous position. With the exception of a limited number excused for physical or other special reasons, all undergraduate men receive two years of military training in the basic R.O.T.C. course. During 1941-42, 1055 men completed the first year of basic work, and 806 completed the second year. As in the past, the advanced R.O.T.C. course, leading to the commission of Second Lieutenant, could not accommodate all of the students who wanted to enroll. An increased quota from the Army, however, enabled 202 men to complete the first year of the advanced R.O.T.C., while 203 completed the second year and received commissions as Second Lieutenants at the Commencement exercises on May 25—65 more than were commissioned in 1941.

As a war measure, the R.O.T.C. has been further expanded for the coming year by the establishment of a Quartermasters unit, which will admit 50 men to the advanced course in this division annually. The Army's recognition of Cornell's unique facilities for training men in this branch of the service will bring to four the number of R.O.T.C. units here; the others being Field Artillery, Ordnance, and Signal Corps.

During the course of the year special enlistment programs for college students were announced by the Army, the Army Air Corps, the Navy, the Marine Corps, and the Coast Guard. All of these programs offered students the opportunity of enlisting for special war service, subject to a call to active duty after a prescribed period in college.

The Navy enlisted students in three classifications. The V-7 program, announced late in December, was open to juniors and seniors, and offered successful applicants the opportunity to remain in inactive status until graduation, after which they were to enter brief, intensive training leading to commissions as Ensigns. On February 21 there were announced the V-1 and the V-5 programs. V-1, open to freshmen and sophomores, and carrying inactive status to the end of the sophomore year, was to serve as the threshold to V-7 and the screening ground for students who hoped eventually to qualify for commissions. V-5, the classification for men entering the Navy as Flying Cadets, placed the student subject to call at the end of the semester in which he enlisted. A large number of juniors and seniors entered V-7 during the year, while representatives of all four classes entered V-5. As at other institutions throughout the country, at Cornell the response to the V-1 program was not a hearty one, due in large measure to the complexity of its organization and doubt in the mind of students as to the advantages it offered. A substantial number of Cornell men who entered the Navy through V-7 are now on active duty, while those who enlisted in V-5 during 1941-42 are in training together as the Cornell Unit in the Navy's Pre-Flight Training School in North Carolina.



## STUDENT WAR TRAINING AND ENLISTMENT PROGRAMS II

The Army Air Corps announced an Enlisted Reserve program on April 20 for students in all four undergraduate classes, and this was followed on May 18 by an announcement of a general Army Enlisted Reserve covering all branches of the service. On June 17 the University was advised that the following quotas had been set for the Army Enlisted Reserve at Cornell: 739 freshmen, 565 sophomores, 522 juniors, and 492 seniors. Twenty-eight per cent of all enlistments were designated for the Air Corps. According to the announced provision of the plan students in the Enlisted Reserve were not subject to active call prior to graduation except under certain specified circumstances.

The Marine Corps, which in 1940-41 had sent a liaison officer to the campus and had accepted a limited number of Cornell seniors for officer training following graduation, in 1941-42 enlisted some 50 undergraduates in all four classes for the Marine Corps Reserve, subject to a call to active duty upon the completion of their college work. These men eventually are to be assigned to Quantico for officer training leading to commissions as Second Lieutenants.

The Coast Guard offered opportunity for seniors to enlist in the Coast Guard Reserve with inactive status, subject to a call to the Coast Guard Academy at New London for officer training after Commencement. No report was received on the number of enlistments under this plan.

The need for coordination of enlistment programs conducted by the various services became increasingly apparent as competing programs were announced throughout the year, and as successive enlistment boards and liaison officers visited the campus. On June 4 a joint statement was issued by the Secretary of War and the Secretary of the Navy, prescribing the manner in which enlistments were to be conducted in colleges and universities. So far as Cornell was concerned, the important part of this joint statement was a definition of the recruiting rights of the different services at institutions where the basic R.O.T.C. course was required. At such institutions, the effect of the statement was to give the Army the right of way in student enlistments, and it seemed to preclude successful operation of other enlistment programs, especially among underclassmen. The exact status of such programs here is being subjected to further study.

Experience during the first six months of 1942 with the shifting procedures of the Army and Navy having to do with the enlistment and training of college students made one conclusion absolutely inescapable: there is an urgent need for a thoroughly coordinated over-all plan for the utilization of the colleges and universities of the country in the specific training of men destined for the armed forces of the nation. Competitive bidding for college students by the different branches of the service cannot possibly be defended. But the elimination, now assured, of this objectionable competition is not enough. In the present crisis, higher education needs to be completely articulated with specific training for war service. The colleges and univer-

sities must not be allowed to become sanctuaries for students hoping to avoid the draft. On the other hand, the blunder must not be made of failing to employ the colleges and universities in the provision of training services which they are uniquely equipped and qualified to render. The Army and Navy are going to need large numbers of men of technical ability and general qualities of leadership. Higher education can produce these men. The plans that are so greatly needed require (1) clear indications from the military and naval authorities of the types of men they wish to have produced; and (2) provision for pay or individual financial aid which will make it possible for any young man of the requisite mental and physical capacity, whatever his economic circumstances, to gain access to the advanced training which the colleges and universities have to offer.

The Committee on Student War Service, appointed in the Spring of 1940 as the Committee on Student Counseling for National Defense, was enlarged during the course of the year to meet the increased demand for its facilities. A central office for the Committee was established at 201 Tower Road, in the building housing the Counselors of Students. Here the Committee has been able to carry on more effectively its work of identifying for students their opportunities for national service, of evaluating the provisions for wartime training in the various divisions of the University, and facilitating the operation of enlistment programs on the campus.

#### PROBLEMS OF MAINTAINING STAFF

As in 1917-18, the University is faced during the first year of the war with the difficult problem of keeping the staffs of various departments at levels adequate to service the needs of the teaching and research programs. The demand of the armed forces for men of military age has affected junior staff members in many divisions of the University. Before the end of the academic year, 27 assistants, 28 instructors, and 10 assistant professors left Ithaca for active duty; while 2 associate professors and 2 professors left at the close of the year. The distribution of these men was general throughout the University, and doubtless they will be joined by increasing numbers of our able-bodied younger men as the war progresses.

Engineering and the scientific fields—notably Chemistry and Physics—have not been so greatly affected by the withdrawal of junior staff for armed service, except those holding reserve commissions, but the demands of the war effort for men of special training and ability have drawn off a substantial number of older faculty members who have valuable contributions to make in defense industry and specialized government work. Industry attracted 2 professors and 2 assistant professors for wartime assignments, while Federal appointments called 13 professors, 3 assistant professors, and 2 instructors. This development came at a time when instructional loads in departments most affected were becoming heavier. A particularly difficult situation has developed in the Departments of Economics

and Sociology. Three senior staff members in each of these departments have left the University for war work with the government, in addition to many assistants and instructors who entered the armed forces.

The staff of the Medical College sustained some loss of assistants and instructors in the course of the year, as 15 left to enter the Army Medical Corps, and 16 left to enter the corresponding branch of the Navy. The major loss, however, came on July 15 when 33 members of the staff, organized as Base Hospital Unit Number 9, were called to active duty with the Army and sent to the Ninth General Hospital. This group included 3 associate professors, 9 assistant professors, 14 instructors, and 8 fellows and assistants.

It is in the nature of the situation that withdrawal of staff members will occur in those areas where it is most difficult under present circumstances to obtain adequate replacements. The policy of the University must continue to be that of encouraging its faculty to do whatever work offers the greatest opportunity for national service in the broadest sense of the term. Meanwhile, the task of keeping essential divisions of the University operating effectively, in the face of critical shortages of personnel, is one which will require constant attention for the duration of the war.

#### DEGREES GRANTED AND STUDENTS ENROLLED

The number of degrees granted in 1941-42 was 1439. Full details for the separate colleges and schools for the past twelve years are given in Table A.

TABLE A. NUMBER OF DEGREES GRANTED BY COLLEGES AND SCHOOLS  
IN THE ACADEMIC YEARS 1930-31 TO 1941-42 INCLUSIVE

	<i>Entire</i>		<i>Separate Colleges and Schools</i>								
	<i>Univer-</i>	<i>Arts</i>	<i>Eng.</i>	<i>Arch.</i>	<i>Agr.</i>	<i>Econ.</i>	<i>Hotel</i>	<i>Vet.</i>	<i>Law</i>	<i>Med.</i>	<i>Grad</i>
	<i>sity</i>	<i>&amp; Sci.</i>									
1930-31	1299	443	186	28	108	86	22	29	41	67	289
1931-32	1395	409	203	24	136	69	28	44	46	60	376
1932-33	1342	405	160	24	135	88	39	24	41	55	371
1933-34	1384	429	181	19	179	90	40	44	43	56	303
1934-35	1393	408	181	24	202	109	35	56	35	64	279
1935-36	1439	412	179	31	202	111	29	23	51	64	337
1936-37	1379	370	152	25	177	106	30	35	42	71	371
1937-38	1446	383	156	24	237	89	43	31	49	66	368
1938-39	1493	404	148	25	254	87	49	40	53	63	371
1939-40	1581	441	158	14	268	104	44	43	55	70	384
1940-41	1647	411	185	15	287	121	71	38	52	63	404
1941-42	1439	349	217	17	240	104	48	43	59	75	287

The total number of students enrolled in the University in 1941-42 (short courses and summer session not included) was 7148, a decrease of only 167 from the year preceding. Comparative enrollment figures by separate colleges and schools for the past twelve years are given in Table B.

TABLE B. NUMBER OF STUDENTS ENROLLED BY COLLEGES AND SCHOOLS  
IN THE ACADEMIC YEARS 1930-31 TO 1941-42 INCLUSIVE

	<i>Entire University excluding duplicates</i>	<i>Separate Colleges and Schools</i>									
		<i>Arts &amp; Sci.</i>	<i>Eng.</i>	<i>Arch.</i>	<i>Agr.</i>	<i>Home Econ.</i>	<i>Hotel</i>	<i>Vet.</i>	<i>Law</i>	<i>Med.</i>	<i>Grad</i>
1930-31	6156	2021	1046	181	831	419	176	162	142	248	1020
1931-32	6271	1920	969	173	969	409	197	214	127	243	1139
1932-33	6167	1944	935	172	964	444	188	175	118	254	1044
1933-34	5947	1894	860	162	1064	468	166	179	143	284	791
1934-35	5910	1823	827	161	1172	454	194	157	144	288	753
1935-36	6019	1825	812	151	1257	441	209	131	162	290	816
1936-37	6341	1883	938	135	1358	417	254	151	156	299	935
1937-38	6684	1980	1025	129	1513	449	271	154	149	289	955
1938-39	7055	1886	1145	136	1616	479	291	163	186	288	1050
1939-40	7174	1827	1269	140	1651	479	326	164	207	296	1000
1940-41	7315	1881	1384	147	1568	492	326	160	191	295	967
1941-42	7148	1894	1580	142	1458	512	319	157	162	314	722

## FINANCIAL OUTCOMES

It is gratifying to report that, for the fifth consecutive year, the University closed its books on June 30, 1942, with an operating surplus. After \$9000 had been added to General Reserve, this surplus amounted to \$813.88. The Medical College, under a separate budget, had a surplus of \$21,220.13, as contrasted with a deficit of \$11,959.00 in the year preceding. The earned rate of return on endowed funds was 4.18%—substantially in excess of the budgeted rate of 4.10% guaranteed by the Finance Committee. The difference, amounting to \$23,291 was credited to General Reserve. Gifts to the University declined slightly as compared with the figure for 1940-41, but were well ahead of the average for the past twenty years. The total for 1941-42 was \$2,041,513.67, of which \$1,792,138.91 was given to the colleges at Ithaca, and \$249,374.66 to the Medical College in New York City. \$337,809.47 was for endowment, and of this amount \$20,828.57 was unrestricted as to the use of income. Of the contributions to current funds, \$793,760.19 was restricted as to purpose, and \$109,248.76 was unrestricted.

TABLE C. GIFTS TO THE UNIVERSITY, 1941-42

Student Aid	
Ithaca.....	\$ 227,162.74
Medical College.....	30,040.00
Restricted Purposes—Misc.	
Ithaca.....	88,247.27
Medical College.....	3,250.00
Investigatorships	
Ithaca.....	113,712.71
Research and Departmental Development	
Ithaca.....	115,262.71
Medical College.....	178,406.26

Unrestricted Purposes (Including <i>net</i> Alumni Fund of \$84,353.71)	
Ithaca.....	109,248.76
Medical College.....	2,718.50
Endowments—Income Restricted	
Ithaca.....	316,980.90
Medical College.....	33,435.00
Endowments—Income Unrestricted	
Ithaca.....	20,828.57
Medical College.....	1,525.00
Non-Endowment Funds—Income Restricted	
Ithaca.....	180,231.00
Plant Funds	
Ithaca.....	585,000.00
Gifts other than cash	
Ithaca.....	35,464.25
Total	
Ithaca.....	1,792,138.91
Medical College.....	249,374.76
Grand Total for year.....	\$2,041,513.67

The largest single donations made during the year were the following:

Franklin W. Olin.....	\$585,000.00
John C. McMullen Estate.....	275,985.90
Statler Foundation.....	80,000.00
The Rockefeller Foundation.....	75,000.00
J. A. Heim Estate.....	72,118.42
S. C. Johnson & Son, Inc.....	71,600.00

The annual unrestricted gift of the Alumni through the Alumni Fund again proved a most helpful factor in the successful operation of the University. The administration is truly grateful for this generous expression of interest in and loyalty to Cornell on the part of the alumni.

#### THE FINANCIAL OUTLOOK

Gratifying as the results of the past year must be to all those interested in the sound financial position of the University, it is impossible to view the outlook for 1942-43 without grave concern. It has consistently been the policy of the administration to avoid deficit financing wherever possible. The realities of the situation, however, have compelled us regretfully to adopt a budget for 1942-43 looking toward a deficit of \$100,000. The uncertainties of the war period, as they are likely to affect income on endowed funds as well as tuition receipts, may well result in a deficit figure much larger than that indicated. Only time will tell. It is obvious that the University faces a financial test that will tax its resources severely. The generous measure of support which has been received from alumni and friends must continue on an even larger scale if the essential work of the University is not to be seriously affected.



## CHANGES IN THE UNIVERSITY FACULTY

It is the sad duty of the administration to report the following deaths in the course of the year:

Adam Clarke Davis, Professor of Experimental Engineering, in Ithaca, on March 17, 1942.

Allan Cameron Fraser, Professor of Plant Breeding, in Ithaca, on September 17, 1941.

Leo Augustine Muckle, Professor in Extension Service and Assistant County Agent Leader, in Ithaca, on March 28, 1942.

Walter Lindsay Niles, Acting Dean of the Medical College and Professor of Clinical Medicine, in New York City, on December 22, 1941.

Karl McKay Wiegand, Professor of Botany Emeritus, in Ithaca, on March 12, 1942.

Edwin Hamlin Woodruff, Professor of Law Emeritus, in Ithaca, on July 8, 1941.

Kyle Bear Steele, Associate Professor of Clinical Obstetrics and Gynecology, in New York City, on June 18, 1942.

James Joseph Duffy, Assistant Professor of Radiology, in New York City, on December 13, 1941.

During the year the following nine members of the University Faculty retired on account of age and were given emeritus appointments, all effective July 1, 1942 except as otherwise noted:

Albert Wilhelm Boesche, Professor of German.

Samuel Latimer Boothroyd, Professor of Astronomy.

Ralph Sheldon Hosmer, Professor of Forestry.

George Nieman Lauman, Professor of Rural Economy.

Percival John Parrott, Professor of Entomology.

Bernard Samuels, Professor of Clinical Surgery (Ophthalmology).

Hans Jorgen Schwartz, Professor of Clinical Medicine (Dermatology).

Francis Joseph Seery, Professor of Civil Engineering.

Denny Hammond Udall, Professor of Veterinary Medicine.

George Harold Rea, Extension Assistant Professor of Apiculture, retired on March 31, 1942.

The following resignations were presented and accepted during 1941-42:

W. S. Ladd, Dean of the Medical College.

R. W. Cummings, Associate Professor of Soil Technology and Soil Technologist in the Experiment Station.

M. V. Barton, Assistant Professor of Mechanics of Engineering.

H. W. Block, Assistant Professor of Chemistry at the New York State Agricultural Experiment Station in Geneva.

L. Pearl Gardner, Assistant Professor of Rural Education.

E. F. Garner, Assistant Professor of Machine Design.

H. V. Hawkins, Assistant Professor of Civil Engineering.

Alida S. Hotchkiss, Assistant Professor of Home Economics.

G. R. McCaulley, Assistant Professor of Mechanics of Engineering.  
D. G. Yorkey, Assistant Professor of Law.

The following appointments and promotions of University Faculty grade were made in the course of the year:

*University Administration:*

Sarah G. Blanding, Dean of the New York State College of Home Economics.

W. H. Farnham, Acting Dean of the Law School.

C. E. F. Guterman, Director of Research and Director of the Cornell University Agricultural Experiment Station.

W. C. Heasley, jr., Acting Alumni Secretary.

A. J. Heinicke, Director of the New York State Agricultural Experiment Station at Geneva.

Mary F. Henry, Assistant Dean of the New York State College of Home Economics.

J. C. Hinsey, Dean of the Medical College.

*College of Architecture:*

W. K. Stone, Associate Professor of Fine Arts.

C. H. Warner, jr., Assistant Professor of Architecture.

*College of Arts and Sciences:*

Knight Biggerstaff, Associate Professor of Chinese History.

J. L. Hoard, Associate Professor of Chemistry.

J. M. Kuypers, Acting Associate Professor of Music.

Victor Lange, Associate Professor of German.

F. A. Long, Associate Professor of Chemistry.

L. G. Parratt, Associate Professor of Physics.

B. L. Rideout, Associate Professor of the Romance Languages and Literatures.

Heinrich Schneider, Associate Professor of German.

R. W. Shaw, Associate Professor of Astronomy and Director of the Fuertes Observatory.

Pierre Thomas, Associate Professor of the Romance Languages and Literatures.

G. P. Adams, jr., Assistant Professor of Economics.

S. H. Bauer, Assistant Professor of Chemistry.

J. G. B. Hutchins, Assistant Professor of Economics.

W. T. Miller, Assistant Professor of Chemistry.

T. A. Ryan, Assistant Professor of Psychology.

E. C. Wilson, Assistant Professor of English.

*College of Engineering:*

L. D. Doty, Associate Professor of Hydraulic Engineering.

H. J. Loberg, Associate Professor of Administrative Engineering.

C. I. Millard, Associate Professor of Industrial Engineering.

R. Y. Thatcher, Associate Professor of Civil Engineering.

A. B. Credle, Assistant Professor of Electrical Engineering.

H. M. Giff, Assistant Professor of Civil Engineering.  
W. A. Johnson, Assistant Professor of Machine Design.  
G. H. Lee, Assistant Professor of Mechanics.  
T. A. Ryan, Assistant Professor of Administrative Engineering.  
J. H. Smith, Assistant Professor of Electrical Engineering.  
H. G. Smith, Assistant Professor of Electrical Engineering.  
W. T. Thomson, Assistant Professor of Mechanics.

*Law School:*

A. J. Keefe, Professor of Law.  
G. T. Washington, Professor of Law.  
L. W. Morse, Associate Professor of Law.  
K. B. Lane, Assistant Professor of Law and Secretary of the Law School.

*Medical College:*

N. W. Cornell, Associate Professor of Clinical Surgery (Orthopedics).  
G. S. Dudley, Associate Professor of Clinical Surgery.  
Frank Glenn, Associate Professor of Clinical Surgery.  
B. H. Goff, Associate Professor of Clinical Obstetrics and Gynecology.  
G. W. McAuliffe, Associate Professor of Clinical Surgery (Otolaryngology).  
J. M. McLean, Associate Professor of Clinical Surgery (Ophthalmology).  
A. T. Milhorat, Associate Professor of Medicine.  
Arthur Palmer, Associate Professor of Clinical Surgery (Otolaryngology).  
T. A. C. Rennie, Associate Professor of Psychiatry.  
M. J. E. Senn, Associate Professor of Pediatrics.  
Ephraim Shorr, Associate Professor of Medicine.  
P. W. Stimson, Associate Professor of Clinical Pediatrics.  
May G. Wilson, Associate Professor of Clinical Pediatrics.  
A. J. Antenucci, Assistant Professor of Clinical Medicine.  
J. E. Dietrick, Assistant Professor of Clinical Medicine.  
Paul Dineen, Assistant Professor of Clinical Surgery.  
W. H. Dunn, Assistant Professor of Clinical Psychiatry.  
H. S. Dunning, Assistant Professor of Clinical Medicine.  
J. H. Eckel, Assistant Professor of Clinical Surgery.  
N. C. LaMar, Assistant Professor of Clinical Psychiatry.  
A. M. McLellan, Assistant Professor of Clinical Surgery (Urology).  
G. B. Mider, Assistant Professor of Pathology.  
S. W. Moore, Assistant Professor of Clinical Surgery.  
Carl Muschenheim, Assistant Professor of Medicine.  
R. F. Pitts, Assistant Professor of Physiology.  
J. A. Saxton, Assistant Professor of Pathology.



- D. J. Simons, Assistant Professor of Clinical Medicine.  
H. L. Temple, Assistant Professor of Radiology.  
C. O. Warren, Assistant Professor of Physiology.

*School of Nursing:*

- Bessie A. R. Parker, Director and Professor of Nursing.  
Harriet Frost, Professor of Nursing.  
May Kennedy, Professor of Nursing.  
Verda F. Hickcox, Associate Professor of Nursing.  
Olive M. Reid, Associate Professor of Nursing.  
Agnes Schubert, Associate Professor of Nursing.  
Carolyn A. Sprogell, Associate Professor of Nursing.  
Eleanor M. Corrigan, Assistant Professor of Nursing.  
Helen M. Daum, Assistant Professor of Nursing.  
Catherine P. Geuss, Assistant Professor of Nursing.  
Mary E. Klein, Assistant Professor of Nursing.  
Veronica Lyons, Assistant Professor of Nursing.  
Mary McDermott, Assistant Professor of Physical Education.  
Alice M. Moffatt, Assistant Professor of Nursing.  
Margery Overholser, Assistant Professor of Nursing.  
Hendrika Rynbergen, Assistant Professor of Sciences.

*New York State College of Agriculture:*

- L. C. Cunningham, Extension Professor of Farm Management.  
R. F. Fricke, Professor in Extension Service and Assistant County Agent Leader.  
F. E. Heinzelman, Professor in Extension Service and Assistant State Leader in Junior Extension.  
S. W. Warren, Professor of Farm Management and Investigator in Farm Management in the Experiment Station.  
J. N. Efferson, Acting Associate Professor of Farm Management.  
Damon Boynton, Associate Professor of Pomology and Associate Pomologist in the Experiment Station.  
J. I. Miller, Associate Professor of Animal Husbandry and Associate Animal Husbandman in the Experiment Station.  
R. A. Olney, Associate Professor of Rural Education.  
A. J. Pratt, Extension Associate Professor of Vegetable Crops.  
C. B. Raymond, Extension Associate Professor of Vegetable Crops.  
H. H. Schwardt, Associate Professor of Entomology and Associate Entomologist in the Experiment Station.  
R. M. Smock, Associate Professor of Pomology and Associate Pomologist in the Experiment Station.  
E. J. Dyce, Extension Assistant Professor of Apiculture.  
R. Q. Parks, Assistant Professor of Soil Science.  
A. M. S. Pridham, Assistant Professor of Ornamental Horticulture and Assistant Horticulturist in the Experiment Station.  
E. H. Wheeler, Acting Assistant Professor of Entomology.

*New York State College of Home Economics:*

Jessie L. Rhulman, Associate Professor of Home Economics.

Ruth J. Scott, Associate Professor of Home Economics.

Lillian Shaben, Extension Associate Professor of Home Economics.

Linnea Dennett, Extension Assistant Professor of Home Economics.

Elsie M. Frost, Assistant Professor of Home Economics.

Eunice Heywood, Extension Assistant Professor of Home Economics and Assistant State Leader of Home Demonstration Agents.

Jeannette B. McCay, Extension Assistant Professor of Home Economics.

Emma Nevin, Extension Assistant Professor of Home Economics.

Mary Peabody, Assistant Professor of Home Economics.

Dorothy Roberts, Assistant Professor of Home Economics.

Mabel Rollins, Assistant Professor of Home Economics.

Esther H. Stocks, Assistant Professor of Home Economics.

Virginia True, Assistant Professor of Home Economics.

Olive Woodruff, Assistant Professor of Home Economics.

*New York State Veterinary College:*

A. G. Danks, Associate Professor of Veterinary Medicine.

S. J. Roberts, Assistant Professor of Veterinary Medicine.

*New York State Experiment Station at Geneva:*

R. W. Dean, Assistant Professor of Entomology.

*Department of Military Science and Tactics:*

Col. E. R. Van Deusen, Director of Military Training and Professor of Military Science and Tactics.

*University Infirmary and Clinic:*

H. B. Wightman, Assistant Professor of Clinical Medicine.

## CHANGES IN THE BOARD OF TRUSTEES

During 1941-42 the membership of the Board underwent important changes.

The Board suffered serious loss in the death of one of its distinguished members, Bancroft Gherardi, on August 14, 1941, near Sudbury, Ontario, Canada.

William D. P. Carey was elected a member of the Board to fill Mr. Gherardi's unexpired term.

Howard E. Babcock was elected to fill the unexpired term of Walter L. Todd, resigned.

Neal D. Becker, William D. P. Carey, and Roger H. Williams were re-elected Board members, each for a term of five years.

Edward R. Eastman, was reappointed a trustee of the University by the Governor of the State for a term of five years.

George D. Stoddard succeeded Dr. Cole as State Commissioner of Education and, therefore, as an ex officio member of the Board.

Harold M. Stanley was elected by the New York State Grange as its representative on the Board to succeed Mr. Babcock, resigned, and to fill his unexpired term.

Re-elected President of the New York State Agricultural Society, Leigh G. Kirkland continues as an ex officio member of the Board.

Mary H. Donlon and Albert R. Mann were elected alumni trustees, each for a term of five years.

Joseph C. Hinsey, Dean of the Medical College in New York City, was elected a faculty representative on the Board, for a three-year term.

The organization of the Board's work was affected during the year by the following actions:

Howard E. Babcock was re-elected Chairman of the Board.

The Board elected the following members to its Committees: (re-election indicated by\*)

*Executive Committee:*

- \*Frank E. Gannett, chairman
- Thomas I. S. Boak
- \*Mary H. Donlon
- Harold M. Stanley
- Harry G. Stutz

*Finance Committee:*

- \*Roger H. Williams

*Committee on University Development:*

- \*Maxwell M. Upson, chairman
- \*Neal D. Becker
- \*Floyd L. Carlisle
- \*Frank E. Gannett
- \*Stanton Griffis
- Albert R. Mann
- \*Walter C. Teagle

*Committee on Relation with Public Authorities:*

- \*Edward R. Eastman, chairman
- \*Mary H. Donlon
- \*Leigh G. Kirkland
- \*George R. Pfann
- \*George R. Van Namee

*Committee on Law:*

- \*William D. P. Carey, chairman
- \*Mary H. Donlon
- \*George R. Pfann
- \*Roger H. Williams

*Committee on Buildings and Grounds:*

Thomas I. S. Boak, Vice chairman

*Audit Committee:*

\*Paul A. Schoellkopf, chairman  
William P. D. Carey  
\*Leigh G. Kirkland

*Committee on Board Membership:*

\*Neal D. Becker, Chairman  
William D. P. Carey  
\*Roger H. Williams

*Committee on Gift Annuity Program:*

\*Mary H. Donlon, chairman  
\*Roger H. Williams  
Maxwell M. Upson

Additional special committees were appointed to deal with (1) the 75th anniversary; (2) the dedication of Olin Hall; and, (3) the building needs of the State Colleges.

The Board elected the following members to college councils:

*College of Architecture Council:*

\*Paul A. Schoellkopf

*Medical College Council:*

\*Neal D. Becker  
\*Myron C. Taylor  
\*Roger H. Williams

*New York State College of Agriculture Council:*

Howard E. Babcock  
Frank E. Gannett  
Harold M. Stanley  
George D. Stoddard

*New York State College of Home Economics Council:*

\*Mary H. Donlon  
Harold M. Stanley  
George D. Stoddard  
Harry G. Stutz

*New York State Veterinary College Council:*

Frank E. Gannett  
Harold M. Stanley  
George D. Stoddard  
Robert E. Treman

The Board elected the following members to administrative boards:

*Board of Governors of Willard Straight Hall:*

\*Jervis Langdon  
Albert R. Mann

*Board on Physical Education and Athletics:*

Tell Berna  
\*Robert E. Treman

*Board on Student Health and Hygiene:*

\*Matthew Carey  
\*Mary H. Donlon  
\*Jervis Langdon

*Joint Administrative Board New York Hospital-Cornell University  
Medical College:*

\*Edmund E. Day, chairman  
\*Neal D. Becker

The following members were appointed to membership in joint trustee-faculty committees:

*Arboretum Policy Committee:*

\*George H. Rockwell, chairman

*Committee on Research:*

Howard E. Babcock  
Willis H. Carrier

EDMUND E. DAY, .  
President.



## SUMMARY OF FINANCIAL OPERATIONS

*To the President of Cornell University:*

The following is a brief summary of the year's operations, July 1, 1941 — June 30, 1942, all of which are detailed in the Treasurer's report:

The Endowed Colleges at Ithaca, which are grouped for accounting purposes in one unit, again had a small operating surplus of \$813.88, after placing \$9,000.00 into the General Reserve, and setting aside for the payment of special non-recurring items the sum of \$17,556.35.

The Medical College, separately endowed and treated as a single accounting unit, closed its year with a surplus of \$21,220.13. This compared with a deficit of \$11,959.00 last year. The year's surplus was added to the Medical College accumulated operating surplus account, bringing that up to \$40,403.23.

The Colleges of Agriculture, Home Economics, Veterinary, and the Agricultural Experiment Station at Geneva, largely supported by State and Federal appropriations, each lived within its available income.

On the University's pooled investment account, 4.1806% was earned. This compared with 4.24% last year, and was a reflection of the continuing replacement of higher interest coupons with lower ones. The incidence of heavier taxation on all industry is not at all helpful in the effort to keep up income on that portion of endowment money that is invested in equities. The outlook for the current year is not rosy.

As for the market values of endowment investments, the depreciation on June 30 was \$5,874,594.47, or about 17%; with available reserves figured in as a partial offset, the figures are \$5,474,241.08 or about 16%. The comparable figures for the previous year were respectively 13% and 12%. A little consolation on this drop may be taken from the fact that during the year the Dow-Jones composite averages dropped over 15%.

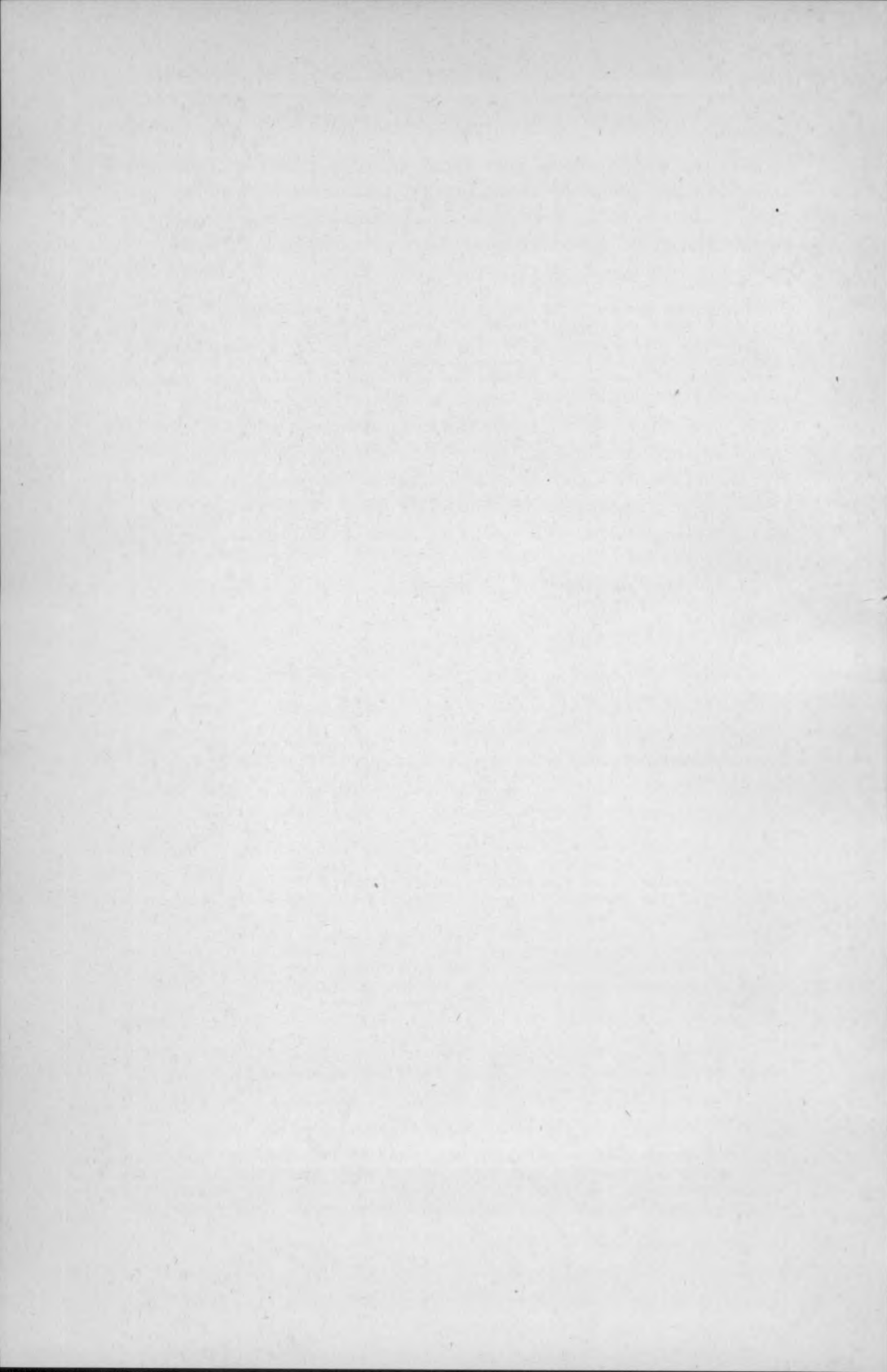
The budgetary rate of 4.10% set by the Finance Committee for the year, left a surplus of \$23,291.88. Inasmuch as this sum was less than the 2½% of the pooled income which we are authorized to take out each year as a service charge, the entire \$23,291.88 was so applied, and was credited to the General Reserve. Consequently nothing was added to the Income Stabilization account, which remained unchanged with a credit balance of \$101,362.34.

For the present fiscal year (1942-43), the Finance Committee again set the rate to be allowed on the pooled endowment funds at 4.10%. As long as we have a fair sum in our income stabilization account, the 4.10% allowance would seem to be justifiable—and it may give our investment experts a goal to strive for in this current fiscal year.

Attention is also called to the inclusion of a new item on our balance sheet—the annuity program. Only six months old, it is expected to show substantially more impressive figures next year.

Gifts and donations for the year totalled \$2,041,513.57. They compare with \$2,262,753.69 last year. Of this \$2,041,513.57, \$337,809.47 went into endowments, and \$180,231.00 were carried as non-endowed capital items. The Alumni Fund Council is again to be commended for exceeding its unrestricted budgetary quota of \$80,000.00.

GEORGE F. ROGALSKY, *Treasurer.*





## APPENDIX I

### REPORT OF THE DEAN OF THE UNIVERSITY FACULTY

*To the President of the University:*

SIR: I have the honor to present the report of the University Faculty for 1941-42.

The total number of persons holding faculty membership during any part of the year was 838. Their distribution by rank and by location is indicated in the following table in which administrative officers who have academic titles are included under their academic ranks:

	<i>Profes- sors emeritus</i>	<i>Profes- sors</i>	<i>Asso- ciate Profes- sors</i>	<i>Assist- ant Profes- sors</i>	<i>Admin- istra- tion</i>	<i>Total</i>
<i>Ithaca</i>						
(Teaching and Research)	51	259	71	152	12	545
(Extension teaching in Agr. and H. E.) . . . . .	..	28	14	26	..	68
<i>Geneva</i>						
(N. Y. State Agricultural Experiment Station) . . .	2	20	..	33	..	55
<i>Long Island</i>						
(Experiment Station) . . .	..	1	..	4	..	5
<i>New York City</i>						
(Medical College) . . . . .	13	34	36	82	..	165
	<u>66</u>	<u>342</u>	<u>121</u>	<u>297</u>	<u>12</u>	<u>838</u>

Nine members of the faculty retired from their official positions during the year and were transferred to the emeritus status by vote of the University Board of Trustees: Professors Joshua E. Sweet (Surgery, on August 9, 1941), Karl McKay Wiegand (Botany, on August 15, 1941), and Albert Wilhelm Boesche (German), Samuel Latimer Boothroyd (Astronomy), Ralph Sheldon Hosmer (Forestry), George Nieman Lauman (Agricultural Economics), Bernard Samuels (Surgery), Francis Joseph Seery (Hydraulic Engineering), and Dennie Hammond Udall (Veterinary Medicine), on June 30, 1942.

Eight members of the Faculty died during the year: Edwin Hamlin Woodruff, Professor of Law, Emeritus, on July 8, 1941; Allan Cameron Fraser, Professor of Plant Breeding, on September 17, 1941; James J. Duffy, Assistant Professor of Radiology, on December 13, 1941; Walter Lindsay Niles, Professor of Clinical Medicine, Acting Dean and formerly Dean of the Medical Faculty, on December 22, 1941; Karl McKay Wiegand, Professor of Botany, Emeritus, on March 12, 1942; Adam Clarke Davis, Professor of Experimental Engineering, on March 17, 1942; Leo Augustine Muckle, Professor in Extension Service and Assistant County Agent Leader, on March 28, 1942; and Kyle Bear Steele, Associate Professor of Clinical Obstetrics and Gynecology, on June 18, 1942.

Seventy members of the Faculty were on leave during one or two terms; of these forty-four were on sabbatic leave. Thirty-five members of the Faculty, including some who were on sabbatic leave, left to enter various kinds of war service.

#### ELECTIONS AND APPOINTMENTS

The customary changes in the standing committees took place on November 1, the vacancies due to the expiration of terms of service being filled by appointments which were announced by the President in the October meeting. The Faculty elected Professor Lewis Knudson as a member of the Committee on Uni-

versity Policy for a term of five years beginning January 1, 1942. Professor P. M. O'Leary was elected to the Board on Physical Education and Athletics and Professor L. A. Maynard to the Board on Student Health and Hygiene, each for a term of three years beginning July 1, 1941. Director Sarah G. Blanding was appointed to the Administrative Board of the Summer Session for a term of four years beginning November 1, 1941. Mr. D. H. Moyer, Counselor of Students, became chairman *ex officio* of the Committee on Student Activities, and Professors Richard Robinson, O. D. von Engel, and H. P. Weld were appointed chairmen of the committees on University Lectures, Undergraduate Scholarships, and Music respectively.

The Faculty of the Medical College in New York City elected Dr. Joseph C. Hinsey, who had been appointed Acting Dean upon the death of Dean Niles and later Dean of the College, as a faculty representative in the University Board of Trustees for a three-year term beginning January 1, 1942.

#### DEVELOPMENTS IN ORGANIZATION

In last year's report reference was made to the organization of a School of Nutrition in which the resources of the University in the field of nutrition, scattered through various of the colleges, might be given a measure of unity. During the past year a similar organization was agreed upon in another field. The Faculty approved a proposal that a School of Business and Public Administration be established with admission limited to students who have had at least three years of college work. In the field of Business and Public Administration as in that of Nutrition the University already has the basic resources of training and research developed in departments of the College of Arts and Sciences and of Law, supplemented by specialized work in business and administration as related particularly to Engineering, Hotel Administration, and Agriculture. The organization of a School such as is contemplated will doubtless result in a better coordination of these existing facilities and an orderly development of additional elements not now available in any of the colleges. The Board of Trustees voted to establish the School but left for later determination the time at which the project shall be started.

Another development in the organization of the University is the affiliation of the New York Hospital School of Nursing with the University—recommended by the Board of Governors of the New York Hospital and voted by the University Board of Trustees. The School will in general admit students on the basis of two years of acceptable college work, the faculty of the School will include the heads of departments of the Cornell Medical College, and the New York Hospital will carry the financial responsibility of the undertaking.

#### THE MOSES COIT TYLER PRIZE

Under the terms of the will of Willard Austen, late University Librarian, the sum of three thousand dollars was left to the University for Prizes in American History and Literature, the gift to constitute a memorial to the father of Mrs. Jessica Tyler Austen, Moses Coit Tyler, who for many years was the distinguished Professor of American Constitutional History in this University.

The Faculty proposed and the Board of Trustees approved regulations for the administration of this fund which stipulate that the awards shall take the form not of cash prizes but of provision for the publication of chosen manuscripts, the fund being used to make such publication possible. The manuscripts submitted in competition are to be read and the awards made by a committee of three professors appointed by the President of the University, one on recommendation of the Department of History and one on recommendation of the Department of English. The first appointments made by the President are Professor H. W. Thompson, chairman, for a term of three years, Professor P. W. Gates for two years, and Professor R. M. Ogden for one year.

## THE COUNSELORS OF STUDENTS

At the close of the year 1940-41, Mr. Donald H. Moyer and Miss Thelma L. Brummett were appointed Counselors of Students, one with special reference to men and the other to women students. The Babcock House, long used by the Dean of Women, was remodelled so as to accommodate the offices for women on the first floor, opening on Sage Avenue, and the offices for men on the second floor, with approach from Tower Road. Mr. Moyer and Miss Brummett entered upon their duties in the summer and they have during the year gotten thoroughly acquainted with the life of the campus and their services have found a strong response in student approval and cooperation. The activities of the Counselors and their views on the problems and opportunities of their services are set forth in the separate reports submitted to you by them.

## PREREGISTRATION PROGRAM

The appointment of the two Counselors of Students has made possible a beginning of coordination of effort relating to the induction of students into the University. Heretofore various units of administration and many student organizations have initiated and maintained activities which, while valuable to new students and perhaps fairly adequate in scope, still left something to be desired from the point of view of the beneficiaries to whom the opening days of the college year are a crowded maze of new experiences. Last year the Student Council introduced a plan of counseling by students which proved to have great merit even though it added to the complexity of the registration days. This year it has seemed advisable to add still another item, namely, a quick medical examination. The Board on Student Health and Hygiene decided that a rapid clinical examination of students at the time they first register is necessary in order to discover promptly those who are in need of medical attention and it was apparent that this could be accomplished only if the students were available for it before registration and the opening of instruction. The Faculty consequently sanctioned the plan of asking new students to be available on the campus by Friday, September 25, 1942, and a committee was appointed, with Mr. Moyer as chairman, to plan the program of the opening days of the year.

## MEASURES CONNECTED WITH THE WAR EFFORT

The advent of the war, while it necessitated large administrative adjustments, called for relatively little action so far as the University Faculty is concerned. The explanation for this lies in several considerations: a large part of the University is normally organized for vocational instruction and needed no revolutionary changes; new undertakings in instruction fall largely within the scope of the special faculties as distinct from the University Faculty; and, in decided contrast with the previous world war, the armed services have the evident and expressed purpose of demanding no great deviation from the normal program for such enlisted students as are permitted to continue their college work.

The readjustment of the year's calendar proved to be a major undertaking which went forward with shifts of opinion induced by events taking place outside the institution. The question was first brought into discussion by the request of the Faculty of Agriculture, received in the meeting of June 1941, that the University Faculty "consider the advisability of shortening the vacation periods so that the University may close at an earlier date in the spring of 1942." In the October meeting the Committee on University Policy suggested that the calendar of the first term of 1941-42 be left unchanged up to the Christmas recess, that examination periods as such be omitted from both terms, that regular class periods or examinations be continued through January 28, that the second term registration be on January 30, and that instruction continue from February 2 through May 26 with Commencement on June 1. This proposal was referred to the special faculties before being formally presented to the University Faculty. The plan met with such strong opposition in certain of the faculties and in large segments of the student body that the Committee on University Policy withdrew it at the November meeting and the calendar was left unchanged.

Rapidly moving events in December 1941 brought the question forward once more and in the January meeting the Faculty, by eliminating the spring recess and by other changes, established a second term of normal length, closing on May 25, and also a schedule for the following year to include three full length terms in the calendar year. In the February meeting, the State Department of Education having in the meantime indicated that terms including fifteen instead of sixteen weeks would be permissible, the Faculty restored the spring recess and made further slight adjustments. The summer schedule was made very flexible by providing for regular terms if these were desired by the special faculties and also for units of five, six, and eleven weeks in the summer session.

Since the revision of the calendar made it possible for freshmen to begin the university course in the summer and since admission might need to be adjusted before the applicant's high school course is completed, the Faculty ruled that freshmen may be admitted in the summer of 1942 on the basis of the usual Principal's report accompanied by a statement that the student is expected to complete his secondary school work by July 1, 1942, and the results of the Scholastic Aptitude Test and any three of the Achievement Tests to be given by the College Entrance Examination Board in April 1942.

The legislation of the Faculty, reported last year, under which the special faculties are asked to deal with student requests for credit in courses not completed by reason of calls into national service, was continued in force with the stipulation that all actions under it be reported to the University Faculty.

A proposal to inaugurate a program of compulsory training for physical fitness failed to commend itself to the Faculty. Such a course was nevertheless included in the several schedules submitted to the Navy for students who enlist in V-1, and students so enlisted were given the option of substituting the course for the basic work in military science required of all male students. The changing conditions relating to the enlistment programs of the Army and the Navy may lead to a reconsideration of these arrangements.

On request of the Faculty the Board of Trustees made arrangements whereby the Treasurer's office will accommodate members of the Faculty and all other employees of the University who request that any part of their salary stipends be regularly withheld and invested for them in war savings stamps or bonds.

#### THE WORK OF THE COMMITTEES

The Committee on University Lectures brought to the campus during the year eight lecturers on the Schiff Foundation and an equal number on the Goldwin Smith Foundation; in each group one lecturer had a double assignment. In addition the Committee sponsored one unpaid lecture and also a series of six lectures by members of this faculty under the title "The Impact of the War on America." The Messenger lectures were again given in two series of six lectures each: one a series by the Director of the Institute of Experimental Biology at the University of California, Dr. Herbert M. Evans, under the title "The Physiology of the Anterior Hypophysis"; the other a series on "Virus Diseases", by Doctors T. M. Rivers, W. M. Stanley, L. O. Kunkel, R. E. Shope, G. L. Horsfall, and Peyton Ross, all members of the staff of the Rockefeller Institute for Medical Research. The innovation of holding the Messenger lectures in the evening instead of the late afternoon, as was done with this second group, may have been a contributory factor in the great success of that series. Another new policy decided upon by the Committee, justified by the increased number of regular students on the campus in the summer, is to support a program of lectures during the summer session.

The Committee on Music arranged a series of six concerts given in Bailey Hall; included were Gladys Swarthout, soprano soloist; Arthur Rubinstein, pianist; Nathan Milstein, violinist; the National Symphony Orchestra, and the Indianapolis Symphony Orchestra. Dr. Egon Petri, pianist in residence, not only gave one concert in this series but furnished also two concerts free to students. With the help of a subvention from the Elizabeth Sprague Coolidge Foundation, three concerts by the Coolidge String Quartet were provided in the Willard Straight Hall Theatre; Johana Harris appeared as guest artist on the third of these occasions.

The Committee on Student Conduct reports that the misdemeanors with which it has had to deal have been somewhat more serious than usual, dishonesty in registration and theft being unusually frequent. The total number of students dealt with for all classes of misbehavior was less than in recent years. Professor Peabody, retiring from the chairmanship after a term of most effective service, comments on the question sometimes raised by the preponderance of very light penalties imposed by the Committee, finding satisfaction in the relatively small amount of serious disorder and particularly in the fact that students respond co-operatively in the hearings with the Committee and almost never are involved in repeated offenses.

The Committee on Student Counseling for War Service continued its function of interpreting to students the requirements of the various war services. The rapid changes in the arrangements promulgated by the war agencies of the government made this a task as arduous as it is insistent. At the close of the year the University War Council transferred to this committee responsibility for all matters in the war situation affecting students and the name of the committee was changed to Committee on Student War Service.

#### TENURE AND EFFICIENCY

The report of the special committee appointed to study the tenure of staff members and the related question of the maintenance of academic efficiency was printed and distributed to members of the Faculty and it occupied the attention of the Faculty during parts of several meetings. The first part of the report dealing with tenure received the Faculty's approval and the report as a whole remains a special order for consideration next year; a résumé of its findings may therefore well be postponed.

CORNELIUS BETTEN,  
Dean of the University Faculty.

## APPENDIX II

### REPORT OF THE DEAN OF THE GRADUATE SCHOOL

*To the President of the University:*

SIR: I have the honor to present the report of the Graduate School for the Year 1941-42.

During the year just past the problems confronting the Graduate School have all centered in its adjustment to conditions arising from the War.

The Graduate Faculty, as soon as it was authorized to do so by action of the University Faculty, adopted the principle of permitting students to accelerate their professional studies as much as possible. On February 27, 1942, the Faculty adopted the following resolution:

"Since the University Faculty, at its meeting on January 6, authorized a calendar for the summer of 1942, permitting instruction up to a full term of sixteen weeks, and by implication authorized, for the duration of the emergency, accelerated programs of study allowing three full terms in each calendar year, the Faculty of the Graduate School concurs in this policy and hereby authorizes the Dean and the General Committee to permit such relaxation and abrogation of its rules as may be necessary to give effect to this policy."

In substance this resolution abolished the distinctions hitherto made between the "regular session" and the summer session. Students have been permitted to



proceed toward their degrees as rapidly as the available facilities for instruction and research allowed. In fact, however, these facilities have existed very unequally in different parts of the University. The work of the Graduate School is complicated by the fact that its students must use the instructional staff and the plant of every college in the University. During the summer of 1942 some of these colleges have offered a full term of sixteen weeks, while the University Summer School has offered periods of six, eleven, or sixteen weeks. The Graduate School has had to enroll its students for all these periods, according as the facilities for graduate study were made available.

So far as concerns the interests of the Graduate School, the resulting complexities are clearly injurious. The only sound way of accelerating a graduate student's course of study is to offer him the possibility of working continuously through the summer. The addition of fractional parts of graduate "credit" is a practice which the Graduate School has always sought to minimize. It is much to be hoped that the University Faculty will authorize during future summers, so long as the War shall last, a year of three terms uniformly throughout the University, leaving to each college the choice of the courses which it can profitably offer to its students. Whatever graduate instruction can be thus provided will stand on an equality with work done in what have customarily been called the "regular sessions."

The statistics of enrollment hereto appended show only the beginning of the shrinkage caused by the War, since its full impact has not yet been felt. The enrollment during the coming year will undoubtedly be subject to a further drastic reduction. Only in subjects like Physics and Chemistry, where the training of technically qualified students is part of the war effort, will the numbers be maintained.

A parallel shrinkage of research in progress is inevitable. Many members of the Graduate Faculty, in those subjects which have a direct relevance to the military effort, are engaged upon research of the greatest importance which must be kept going. In all other directions research is becoming more and more difficult to maintain. Members of the faculty are drawn increasingly into the employment of the government or its armed forces. The student personnel from which research assistants are usually drawn has been greatly reduced. Not only is it impossible to enter upon new investigations; in all probability some investigations in process will have to be postponed until the return of more usual conditions.

GEORGE H. SABINE,  
Dean of the Graduate School.

TABLE I  
STATISTICS OF ATTENDANCE OF GRADUATE STUDENTS  
A. TOTAL ENROLLMENT

	1941-42	1940-41	1939-40	1938-39	1937-38
Number of students registered during the academic year . . .	839	966	1000	1049	955
Number of students registered during the summer, as below . .	572	798	824	815	829
Summer Session . . . . .	394	577	624	649	641
Personal Direction . . . . .	132	182	164	132	188
Candidate for Degree Only	46	39	36	32	—

B. COMPARATIVE ENROLLMENT OF GRADUATE STUDENTS FOR FIVE-YEAR PERIODS

1911-12	1916-17	1921-22	1926-27	1931-32	1936-37	1941-42
383	468	614	685	1139	936	839

# GRADUATE SCHOOL

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## C. NEW GRADUATE STUDENTS

	<i>During Academic Year</i> 1941-42	<i>Summer Session</i> 1941
Ph.D. degrees.....	114	14
A.M. and M.S. degrees.....	126	51
Professional Master's degrees.....	28	19
Resident Doctors.....	5	5
Non-candidates.....	25	5
Withdrawals after registration.....	0	0
Total.....	298	94

TABLE II

## GRADUATE STUDENTS RECEIVING DEGREES CLASSIFIED ACCORDING TO THE DEGREE RECEIVED

	1941-42	1940-41	1939-40	1938-39	1937-38
Masters' Degrees					
Masters of Arts.....	58	65	79	81	65
Masters of Arts in Education.....	2	2	4	4	7
Masters of Science.....	46	98	84	69	75
Masters of Science in Agriculture.....	9	5	17	17	15
Masters of Science in Education..	35	18	38	28	33
Masters of Science in Engineering	10	15	18	22	11
Masters of Forestry.....	0	0	0	0	4
Masters of Laws.....	0	1	1	0	1
Masters of Chemistry.....	0	0	0	0	2
Masters of Architecture.....	1	9	2	1	1
Masters of Fine Arts.....	0	0	1	0	1
Masters of Landscape Architecture	0	0	0	1	1
Masters of Chemical Engineering..	1	1	0	2	0
Masters of Civil Engineering.....	5	5	6	11	16
Masters of Electrical Engineering.	0	0	0	1	1
Masters of Mechanical Engineering	0	2	3	3	4
Total Masters' Degrees.....	167	221	253	240	237
Doctors of Philosophy.....	119	167	131	130	131
Doctors of the Science of Law.....	1	0	0	0	0
Total.....	287	388	384	370	368

## PRESIDENT'S REPORT

TABLE III

GRADUATE STUDENTS CLASSIFIED ACCORDING TO THE DEGREES  
FOR WHICH THEY ARE CANDIDATES

	Academic Year 1941-42	Summer 1941
Doctors of Philosophy .....	524	171
Doctors of the Science of Law .....	1	0
Masters' Degrees, as below		
Masters of Arts .....	84	103
Masters of Arts in Education .....	1	1
Masters of Science .....	113	99
Masters of Science in Agriculture .....	18	21
Masters of Science in Education .....	15	134
Masters of Science in Engineering .....	19	5
Masters of Forestry .....	0	0
Masters of Laws .....	1	0
Masters of Chemistry .....	0	0
Masters of Architecture .....	1	0
Masters of Fine Arts .....	0	0
Masters of Landscape Architecture .....	0	0
Masters of Chemical Engineering .....	4	0
Masters of Civil Engineering .....	7	3
Masters of Electrical Engineering .....	1	0
Masters of Mechanical Engineering .....	4	0
Masters of Education .....	2	0
Masters of Regional Planning .....	2	0
Non-candidates, as below		
Resident Doctors .....	11	11
Non-candidates .....	31	11
Others (withdrawals, duplicates, etc.) .....	0	13
Total .....	839	572

TABLE IV

GRADUATE STUDENTS CLASSIFIED ACCORDING TO THE GROUP  
IN WHICH THE MAJOR SUBJECT FALLS

	1941-42	1940-41	1939-40	1938-39	1937-38
Group A, Languages and Literatures	95	104	112	125	114
Group B, History, Philosophy, and Political Science .....	130	171	163	180	165
Group C, Physical Sciences .....	139	151	146	156	151
Group D, Biological Sciences .....	205	234	252	237	236
Group E, Engineering, Architecture.	64	73	91	90	88
Group F, Science Departments, New York City .....	11	14	17	7	7
Group G, Agricultural Sciences .....	121	130	121	158	116
Group H, Law .....	2	1	1	0	1
Group I, Education .....	61	70	84	96	77
Others (Resident Doctors) .....	11	18	13	—	—



TABLE V

INSTITUTIONS FROM WHICH GRADUATE STUDENTS RECEIVED  
THEIR FIRST DEGREES

Acadia University.....	1	Colorado State College of Agri-	
Alabama Polytechnic Institute...	1	culture and Mechanics.....	3
Alabama, University of.....	1	Colorado State College of Educa-	
Alberta, University of.....	2	tion.....	1
Allahabad, Agricultural Institute		Columbia University.....	7
of.....	1	Concordia College.....	1
Allegheny College.....	3	Connecticut College.....	1
American University of Beirut...	1	Connecticut State College.....	2
American University of Cairo...	1	Connecticut, University of.....	4
Anderson College and Theological		Cooper Union.....	1
Seminary.....	1	Copenhagen, University of.....	1
Arizona, University of.....	4	Cornell College.....	1
Arkansas, University of.....	2	Cornell University.....	145
Augustana College.....	1	Czechoslovakia, Agricultural Col-	
Barnard College.....	3	lege in Prague.....	1
Bates College.....	1	Dartmouth College.....	5
Battle Creek College.....	1	Dayton University.....	1
Baylor University.....	1	Delaware, University of.....	3
Berea College.....	2	Denison University.....	1
Berlin, University of.....	2	Denmark, Technical University of	1
Bethany College.....	2	De Pauw University.....	3
Birmingham-Southern College...	1	Drake University.....	1
Bombay, University of.....	3	Drexel Institute of Technology ..	2
Boston University.....	1	Drew University.....	1
Bowdoin College.....	1	Duke University.....	2
Brigham Young University.....	1	Ecole Nationale de Droit de Port-	
British Columbia, University of..	3	au-Prince.....	1
Brooklyn College.....	3	Emory University.....	1
Brown University.....	2	Facultad Nacional de Agronomia,	
Bucknell University.....	2	Colombia.....	1
Buenos Aires, University of.....	1	Faculte de Law of Ankara, Turkey	1
Buffalo, University of.....	4	Flora MacDonald College.....	1
California Institute of Technology	3	Florida, University of.....	2
California, University of.....	16	Franklin College.....	1
California, University of at Los		Franklin and Marshall College...	5
Angeles.....	2	Fresno State College.....	1
Carleton College.....	3	Fuh Tan University.....	1
Carnegie Institute of Technology.	1	George Peabody College for	
Carroll College.....	1	Teachers.....	2
Cedar Crest College.....	1	Georgetown College.....	1
Cheeloo University.....	1	George Washington University...	1
Chicago, University of.....	4	Georgia School of Technology...	1
Chile, Catholic University of.....	1	Georgia State College for Women	1
Chile, University of.....	1	Georgia, University of.....	2
Chulalankarana University.....	1	Gettysburg College.....	1
Cincinnati, University of.....	3	Hamilton College.....	4
Clark University.....	1	Hampden-Sydney College.....	1
Clemson Agricultural College....	6	Hampton Institute.....	1
Cleveland Institute of Music.....	1	Harvard University.....	6
Colby College.....	1	Hawaii, University of.....	5
Colgate University.....	2	Hiram College.....	2
Colombia, National Agricultural		Hobart College.....	5
Institute of.....	1	Holy Cross College.....	1
Colombia, Universidad Nacional..	1	Hood College.....	1
Colorado College.....	1	Houghton College.....	6
Colorado School of Mines.....	1	Hunter College.....	7

Huron College.....	1	Nanking, University of.....	1
Idaho College.....	1	National Chi-Nan University....	1
Idaho, University of.....	4	National School of Agriculture, Costa Rica.....	1
Illinois, University of.....	22	Nebraska, University of.....	10
Indiana, Pennsylvania, State Teachers College.....	1	Nebraska Wesleyan University...	2
Indiana University.....	3	New Hampshire, University of...	1
Iowa State College.....	12	New Rochelle, College of.....	3
Iowa State Teachers College....	1	New Mexico, University of.....	1
Iowa, University of.....	5	New York, College of the City of	6
Ithaca College.....	2	New York State College for Teachers at Albany.....	10
Jamestown College.....	2	New York State College for Teachers at Buffalo.....	4
Johns Hopkins University.....	1	New York University.....	3
Juniata College.....	1	North Carolina Agricultural and Technical College.....	2
Kalamazoo College.....	2	North Carolina State.....	3
Kansas State College of Agricul- ture and Applied Science.....	8	North Central College.....	1
Kansas State Teachers College at Emporia.....	1	North Dakota College of Agricul- ture.....	4
Kansas, University of.....	2	North Dakota State Teachers Col- lege.....	1
Kansas Wesleyan.....	1	Northeastern University.....	1
Kentucky, University of.....	2	Oberlin College.....	14
Keuka College.....	1	Ohio State University.....	6
Kyoto Imperial University.....	1	Ohio Wesleyan University.....	1
Lafayette College.....	1	Oklahoma Agricultural and Me- chanical College.....	1
Lausanne, University of.....	1	Oklahoma, University of.....	1
Laval University.....	1	Ontario Agricultural College....	4
Lehigh University.....	5	Oregon State College.....	7
Lenoir Rhyne College.....	1	Oregon, University of.....	1
Louisiana State University.....	6	Park College.....	1
McGill University.....	4	Pennsylvania State College.....	10
McMaster University.....	2	Pennsylvania, University of.....	2
Madison College.....	2	Philippines, University of the...	1
Madrid, University of.....	1	Pittsburgh, University of.....	4
Maine, University of.....	7	Pomona College.....	2
Manhattan College.....	1	Princeton University.....	4
Marseille, University of.....	1	Principia.....	1
Maryland, University of.....	3	Puerto Rico, University of.....	8
Massachusetts Institute of Tech- nology.....	4	Purdue University.....	9
Massachusetts State College.....	11	Queens University.....	5
Miami University.....	2	Radcliffe.....	1
Michigan State College.....	9	Rennes, University of, France....	1
Michigan, University of.....	3	Rensselaer Polytechnic Institute	3
Middlebury College.....	6	Rhode Island State College.....	3
Mills College.....	1	Richmond, University of.....	1
Minnesota, University of.....	7	River Falls State Teachers College	1
Mississippi College.....	2	Roanoke College.....	2
Mississippi State College.....	1	Rochester, University of.....	8
Missouri, Central State Teachers College of.....	1	Rockford College.....	1
Missouri, North Eastern State Teachers College.....	1	Rollins College.....	1
Missouri, University of.....	9	Russell Sage College.....	1
Montana State College.....	3	Rutgers University.....	2
Moravian College for Women....	1	St. Benedict's College.....	1
Morgan State College.....	1	St. Elizabeth College.....	1
Mount Allison University.....	2	St. John's University.....	2
Mount Holyoke College.....	4	St. Lawrence University.....	2
Muhlenberg College.....	2		

San Diego State College.....	1	Utah, University of.....	3
San Jose State Teachers College..	1	Vassar College.....	3
Santa Clara University.....	1	Vermont, University of.....	2
Sao Paulo, University of.....	1	Virginia Polytechnic Institute....	1
Shaw University.....	1	Virginia State College for Negroes	2
Siena College.....	1	Virginia, University of.....	3
Simmons College.....	1	Wabash College.....	2
Slippery Rock State Teachers Col- lege.....	1	Warsaw University.....	1
South Dakota State College.....	3	Washburn College.....	1
Southeastern Missouri State Teachers College.....	1	Washington and Jefferson.....	1
Southern California, University of	3	Washington and Lee.....	1
Southern Illinois Normal Univer- sity.....	1	Washington State College.....	2
Stanford University.....	4	Washington, University of.....	4
Sun Yat-Sen University.....	1	Wellesley College.....	3
Swarthmore College.....	1	Wesleyan University.....	1
Syracuse University.....	11	West Virginia State College.....	1
Tennessee, University of.....	3	West Virginia, University of.....	4
Texas Agricultural and Mechani- cal College.....	4	Western Ontario, University of...	1
Texas, University of.....	3	Western Reserve.....	2
Tientsin University.....	2	Western State Teachers College at Kalamazoo.....	1
Toronto University.....	6	Westminster Choir College.....	1
Tsing-hue University.....	1	Westminster College.....	2
Tulane University.....	2	Wiley College.....	1
Turin, University of.....	1	William Smith College.....	1
Tuskegee Institute.....	1	Williams College.....	1
Union College.....	5	Wilson College.....	1
United States Naval Academy...	1	Wisconsin, University of.....	6
Universitas Islandiae.....	1	Wooster College.....	1
Utah State Agricultural College..	12	Worcester Polytechnic Institute..	1
		Wyoming, University of.....	2
		Yale University.....	1
		Yenching University.....	2

TABLE VI

## GEOGRAPHICAL DISTRIBUTION OF GRADUATE STUDENTS

Alabama.....	4	Missouri.....	13
Arizona.....	3	Montana.....	3
Arkansas.....	1	Nebraska.....	7
California.....	31	Nevada.....	2
Colorado.....	5	New Hampshire.....	2
Connecticut.....	12	New Jersey.....	22
Delaware.....	1	New Mexico.....	1
District of Columbia.....	4	New York.....	321
Florida.....	6	North Carolina.....	7
Georgia.....	7	North Dakota.....	5
Idaho.....	8	Ohio.....	22
Illinois.....	30	Oklahoma.....	1
Indiana.....	10	Oregon.....	8
Iowa.....	14	Pennsylvania.....	37
Kansas.....	9	Rhode Island.....	6
Kentucky.....	5	South Carolina.....	4
Louisiana.....	5	South Dakota.....	6
Maine.....	9	Tennessee.....	3
Maryland.....	6	Texas.....	8
Massachusetts.....	23	Utah.....	14
Michigan.....	10	Vermont.....	7
Minnesota.....	9	Virginia.....	14
Mississippi.....	5	Washington.....	7

West Virginia.....	2	Czechoslovakia.....	1
Wisconsin.....	4	Egypt.....	3
Wyoming.....	2	France.....	1
<i>United States Possessions</i>		Greece.....	1
Hawaii.....	6	Haiti.....	1
Philippine Islands.....	1	Hungary.....	1
Puerto Rico.....	10	Iceland.....	2
Total Number of Students from the United States.....	762	India.....	6
Argentina.....	2	Japan.....	1
Bermuda.....	1	Mexico.....	1
Brazil.....	1	Nicaragua.....	1
Canada.....	22	Palestine.....	1
Chile.....	2	Poland.....	1
China.....	16	Syria.....	1
Colombia.....	4	Thailand.....	3
Costa Rica.....	1	Turkey.....	2
Cuba.....	1	Total Number of Students from Foreign Countries.....	77

## APPENDIX III

REPORT OF THE DEAN OF THE COLLEGE OF ARTS  
AND SCIENCES*To the President of the University:*

SIR: I have the honor to present the report of the College of Arts and Sciences for the academic year 1941-42.

## ENROLLMENT

The total enrollment for the year was 1894 students, 1179 men and 715 women. Last year there were 1881 students of whom 1846 were candidates for the degree A.B.; the others being the last remaining candidates for the now abandoned degree, B.Chem. Of the new students admitted to the College during the year, 530 were freshmen, 155 transferred from other colleges, including 72 from sister colleges of Cornell, and 21 were special students.

The number of "student-hours" recorded by the Registrar for College courses in both terms of 1941-42 is 88,763. This number represents 47 per cent of the total amount of instruction given in the University at Ithaca. The "student-hours" recorded for 1940-41 were 88,051 including 976 in Education, now assigned to the School of Education. The proportion of the total teaching load carried by the faculty of Arts and Sciences was then 46.5 per cent—or, excluding student-hours in Education, 46 per cent. It thus appears that the College has increased its instruction both absolutely and relatively.

Changes in the University calendar which shorten the terms to fifteen weeks in length now make it possible to conduct a full term during the summer months. This means that students can complete the normal period of eight terms of residence in about two and one-half calendar years. In order to meet the widely varying demands of our students it was thought best to entrust the summer work this year to the direction of the Summer Sessions. Working in close connection with the Director of the Summer Sessions, Professor Petry, who has been serving as a substitute member of the College Committee on Educational Policy, it has been possible to vary the summer offerings in five-week, six-week, eleven-week, and even fifteen-week periods so as to meet the needs of all students who, for one reason or another, might wish to accelerate their courses of study.

It is as yet too early to estimate the success of these varied offerings. If, during the war emergency, it should become the common practice of undergraduate students to spend forty-five weeks of the year in study, we shall simplify our program by offering a regular term's work in the summer. Thus far we have been unable to assume that enough students would attend a fifteen-week summer term to warrant the retention of the regular faculty.

Yet to be answered, too, is the question of endurance. Study is a human artifice and a product of leisure. Whether the average college student can carry on an accelerated program of study successfully remains to be seen. There is even a question whether the faculty can teach for forty-five weeks of the year without loss of zest. Yet the emergency of war has quickened all, and good results may be had during these critical times which could not be expected under more normal conditions.

#### SOME PROBLEMS OF THE EMERGENCY

Although the total enrollment in the College has been larger than in any recent year, we have also lost a number of students during the course of the year for war service. About twenty men took out leaves of absence or "honorable dismissals" during the first term, and double that number have left for war service since the opening of the second term. It has been virtually impossible to make reasonable predictions regarding the return of male students, either for summer work or in the coming academic year. Efforts made to canvass the students themselves, at the opening of the second term, and to secure advice from their parents, to whom letters with return postal cards were sent during the spring recess, have brought only partial and unsatisfactory responses. The fact seems to be that neither the students nor their parents know what to do in these times. Decisions to continue study, to enter war-industry, or to enlist in naval and military service are constantly subject to change.

A problem of major importance has been the academic treatment of students who left for war service without completing the work of a term. By interpretation of an action of the University Faculty and the Trustees taken in 1941, the College has instituted the practice of granting partial credit for courses nearly but not quite completed. As a result of this practice, a number of students who were either drafted or who volunteered for active military service after a term was more than half over have been awarded credits, sufficient in some cases for graduation, and in others making a substantial addition to credits previously earned.

The faculty has had before it two cases of students who left for army service before the hours necessary for graduation had been completed. In one case, where the shortage was ten hours, recommendation of the degree was withheld. In another case where but two hours were lacking the recommendation was made. It would appear to be the general view of the faculty that academic degrees should be awarded only to those who have substantially completed all the requirements for graduation, and that each irregular case should be dealt with on its merits. Borderline instances are always troublesome, but their consideration and decision by vote of the faculty is at least democratic, and may be as just as another method of treatment. In the course of time we shall no doubt revive the War Alumnus Certificate which at the time of the last war served the useful purpose of conferring the privileges of alumni upon those who by reason of the war were unable to complete their academic courses.

#### CHANGES AND REGULATIONS

(I) In addition to a provision of long standing whereby college credit may be earned by special examination at entrance, the College of Arts and Sciences permits freshmen to take such examinations at the close of the first term. At that time selected freshmen may also stand examinations which, if successful, will entitle them to credit towards the degree for the second term in certain elementary courses. These examinations have been supervised hitherto by a special committee of the faculty. The advantage of these opportunities has not been taken by large numbers of students and the special committee has now been discharged.



Henceforth college-credit examinations in the College will be supervised by the Dean's Office.

(2) The faculty has voted to discontinue a recent practice whereby, in certain year-courses, credit was withheld until the completion of the course. Hereafter these courses, chiefly in elementary foreign language and in history, will be so conducted that credit will be term-wise. Although in all year-courses the first term's work will continue to be pre-requisite to the second, a student who passes the first term may now receive credit towards the degree for that term alone, even if he does not complete the course as a whole.

(3) By action of the faculty and of the Board of Trustees the name of the Department of Public Speaking has been changed to Speech and Drama, and appropriate changes have been made in the titles of members of the department staff.

(4) On recommendation of the faculty a department of Slavic Languages and Literatures has been established in the College by the Board of Trustees. The department is now staffed by the Associate Professor of the Russian Language and Literature, Dr. Ernest J. Simmons, and an Instructor. In addition to its normal function, the department is now conducting intensive courses under the auspices of the American Council of Learned Societies. Such a course of twelve weeks duration was conducted during the spring with an enrollment limited to fifteen students. A course of the same duration and an advanced course of six weeks are being conducted this summer, the first with fifteen and the second with thirteen students. If the present demands for knowledge of Russian should continue, these courses will be repeated in the autumn. The work is being conducted by Dr. J. A. Posin, Instructor in the Russian Language and Literature, and a special staff of tutors.

(5) By formal action of the faculty the Chairman of the Advisory Board for Underclassmen has been made a member of the Committee on Educational Policy, *ex officio*. Other *ex officio* members are the Dean and the Assistant Dean. All three *ex officio* members participate without vote, except in case of tie when the chairman decides.

(6) Upon request, seats in the faculty of Arts and Sciences have been assigned by the Board of Trustees to the Assistant Professor of Botany in the College of Agriculture, Professor Robert T. Clausen, in succession to the late Professor Wiegand, and to the Associate Professor of Zoology in the College of Agriculture, Professor William J. Hamilton, jr.

(7) Since the Scholastic Aptitude Test of the College Entrance Examination Board is now required of all candidates for admission to the College, the similar test hitherto administered at Cornell after admission has been abandoned. We shall, however, experiment with achievement tests in English and Mathematics to be given at the opening of the autumn term by the University Committee on Scholastic and Aptitude Testing. It will be useful to have a single measure of achievement for all entering students in these two important branches of study.

In dropping a freshman student from college for academic failure at the end of his first term, it has been our practice to require, before readmission, success in passing examinations in several entrance subjects in which the student showed poor preparation. In the past the College Board Examinations have served this purpose. These examinations are now replaced by achievement tests in "Social Studies, French Reading, German Reading, Latin Reading, Spanish Reading, Biology, Chemistry, Physics, and Spatial Relations." Although we now use these tests in place of the examinations previously set by the Board, we miss subjects such as English, Mathematics, and History in which our students sometimes show remedial weaknesses. Perhaps the aptitude tests in English and Mathematics which we now propose to require of entering students can also be used to determine the fitness of those who apply for readmission after failure.

#### TENURE AND EFFICIENCY

By recent action the University Faculty has adopted and recommended to the Board of Trustees a provision similar to one already in force in the College of Arts and Sciences whereby instructors are limited in service to a maximum period of

five years. The proposal for the University at large applies to full-time instructors whereas in the College of Arts and Sciences both full- and part-time instructors have been subject to this regulation.

It would be desirable to find a suitable title other than Instructor for graduate students who give a part of their time to class-room teaching. It would also seem desirable to abolish the present statutory restriction which deprives full-time instructors of a vote in their respective faculties until they shall have served at least four years in this rank.

A second action taken by the University Faculty approves a limitation of appointment in the case of assistant professors to one term of three years. This proposal shortens the normal period of two terms of three years which has generally prevailed in the College.

The effect of the new plan on future appointments and promotions is not clearly discernible. It is to be hoped that the problem of selecting men for permanent tenure may not be made more difficult by the rigid provisions of the new proposals.

#### NEW COURSES

A new interdepartmental course in Oral and Written Expression will be offered next year by the departments of English and Speech. The course will be restricted to freshmen who are at the same time enrolled in the course "Introduction to Social Science A, B." It will give training in reading, writing, and speaking, and will use as subjects for its exercises assigned essays, current events, and the material of the "Introduction to Social Science." It will serve in place of English 2 in satisfaction of the Group I prescription of the College, and will prepare students to elect advanced courses in both English and Speech.

This experimental course is the first of a number of suggested plans for the improvement of general education in the College.

In order to help meet the needs of male students looking forward to service in the armed forces of the nation, a plan was approved by the faculty whereby freshmen and sophomores could substitute certain required and elective work in Military Science, Physical Training, and Hygiene for what is usually a fifth course in the student's program of study.

By a recent action of the University Faculty a course in Physical Training each term has been made a requirement of all male undergraduates. The faculty of the College of Arts and Sciences has therefore amended its previously adopted plan, and will now grant to male students during the war emergency one hour of credit for each of the four terms of required Military Science and Tactics (basic course) and one hour of credit for each of the eight terms of required work in Physical Training. Arrangements have been made for a new course in Military and Naval Geography, with one hour of credit which will be offered during the first term by the Professor of Geology, Professor von Engeln, and a new course in Military and Naval History with one hour of credit which will be offered during the second term by the Professor of History, Professor De Kiewiet. Freshman male students will be advised to offer these three courses for a total of three hours of credit each term, in place of the fifth course of study usually elected in a normal schedule.

It is not the intention to dilute the work for the A.B. degree by the inclusion of credits which formerly were not recorded. It is felt, however, that required work in preparation for war service should have the students' fullest support and co-operation, and that it will not be satisfactorily done, nor will the academic work which accompanies it, if we merely add more hours of occupation to the student's schedule. The hours of credit in Military Science and Physical Training, however, will not count within the ninety hours of strictly College work which every candidate for the A.B. degree must complete.

#### CHAIRMEN OF DEPARTMENTS

With the retirement of Professor Samuel L. Boothroyd, who has become Professor of Astronomy, Emeritus, Dr. Robert W. Shaw has been made Associate

Professor of Astronomy and Chairman of the Department for a term of five years.

The Associate Professor of the History of Art and Archaeology, Professor Frederick O. Waagé, whose term as Acting Chairman of the Department of Fine Arts ended this year, has been named Chairman of that Department for a term of five years.

Associate Professor Simmons has been named Chairman of the newly established Department of Slavic Languages and Literatures for the usual term of five years.

#### COMMITTEES OF THE COLLEGE

The membership of the College committees is listed below. I express the appreciation and thanks of the College for the faithful services of all who have shared in the important work of these groups. The names of those who hold terminal appointments are followed by the dates of retirement.

*Committee on Educational Policy:* M. G. Bishop, 1942; G. W. Cunningham, 1942; A. W. Laubengayer, 1943; F. G. Marcham, 1943; H. W. Briggs, 1944; C. W. Jones, 1944; B. L. Rideout, R. P. Sibley, R. M. Ogden, *ex officio*.

Professor L. C. Petry has served during the past term for Professor Bishop who was on sabbatic leave of absence. Recently elected to succeed Professors Bishop and Cunningham are Professors James Hutton and Frederick O. Waagé.

*Committee on Academic Records:* H. W. Briggs, 1942; J. L. Hoard, 1942; C. W. Merriam, 1942; L. S. Cottrell, jr., 1943; H. W. V. Lange, 1943; J. B. Rosser, 1943; J. C. Adams, 1944; Knight Biggerstaff, 1944; P. A. Underwood, 1944; B. L. Rideout, R. P. Sibley, R. M. Ogden, *ex officio*.

*Advisory Board for Underclassmen:* L. L. Barnes; W. F. Bruce; Harry Caplan; G. I. Dale; P. W. Gates; H. E. Howe; W. A. Hurwitz; Elias Huzar; G. L. Kreezer; A. W. Laubengayer; V. S. Lawrence, jr.; F. A. Long; F. G. Marcham; P. E. Mosely; G. B. Muchmore; Richard Robinson; W. M. Sale, jr.; R. L. Sharp; F. O. Waagé; H. S. L. Wiener; B. P. Young; B. L. Rideout (Chairman), R. P. Sibley, R. M. Ogden, *ex officio*.

Professor Howe is taking the place of Professor R. F. Bacher, who is on leave of absence, and Dr. P. W. Gilbert took the place of Professor Young while he was on leave during the past term.

*Committee on Boldt and Hall Scholarships:* R. L. Sharp (Chairman), 1942; C. K. Thomas, 1943; H. W. Thompson, 1944.

*Committee on Conduct of Examinations:* G. L. Kreezer, 1942; Edward C. Sampson, 1942; Jane C. Smiley, 1942; Richard S. Young, 1942; Hugh N. Bennett, 1943; G. E. Grantham, 1943; Elias Huzar, 1943; Margaret A. Kirkwood, 1943; H. D. Albright, 1944; Roger B. Cartwright, 1944; J. H. Curtiss, 1944; R. P. Sibley, R. M. Ogden, *ex officio*.

*Committee on Decoration of Goldwin Smith Hall:* M. G. Bishop, F. G. Marcham, and the Dean.

*Committee on Goldwin Smith Reading Room:* Otto Kinkeldey, Edwin Nungezer, and the Dean.

*Committee on Teacher Training in the College:* H. R. Anderson, M. G. Bishop, Harry Caplan, O. D. von Engeln, B. W. Jones, W. M. Sale, jr., M. L. Hulse, Chairman.

*Committee on Pre-Medical Study in the College:* H. B. Adelman, L. L. Barnes, W. F. Bruce, V. S. Lawrence, jr., Chairman.

*Committee on Interdepartmental Course in Social Science:* R. E. Cushman, Donald English (for F. A. Southard, jr., on leave), J. L. Woodward, Chairman.

#### REPORTS OF DEPARTMENTS

Reports from the several departments of the College include many subjects for special consideration. Copies of these reports are being sent to you as an appendix to this general statement.

R. M. OGDEN,  
Dean of the College of Arts and Sciences.

## APPENDIX IV

## REPORT OF THE ACTING DEAN OF THE LAW SCHOOL

*To the President of the University:*

SIR: I have the honor to present the following report of the Law School for the year 1941-42.

## THE WAR AND THE LAW SCHOOL

With the passage of the Selective Service Act in 1940 there began a new chapter in the history of legal education. While the initial effect of the Act and of the defense program on the law schools was not serious, it was immediately and readily perceptible. There was in September 1940 an average loss of 10% in law school enrollment throughout the United States. Apparently many young men hesitated to embark upon a course of law study which they believed might be summarily interrupted before completion. As the year 1941 passed through its several months and the year 1942 ran half its course, the impact on the law schools of the defense measures before Pearl Harbor and of the war effort which followed became increasingly heavy; so heavy that the history of American law schools for 1941-42, including that of the Cornell Law School, will consist principally of an account of the effects of the war and of the steps taken in the light of them.

## WARTIME ENROLLMENT

The 10% shrinkage in registration experienced in September 1940 by the law schools as a group had grown to 29% by September 1941. Although at this date the Cornell Law School's loss, having risen to but 15%, was less severe than that sustained by many other institutions, it was heavy enough to create serious problems. But 163 students registered at the beginning of the fall term. The senior class, however, numbered 59 and was virtually intact. This was probably due to the fact that about half of the third-year students, including most of those who had low draft numbers, attended the emergency session offered during the summer of 1941, which enabled them to become candidates for their degrees early in March 1942 rather than late in May. Many draft boards postponed the induction of our law seniors because of their willingness to forego their summer vacations or employment, and because of the evident hardship involved in taking them out of school when their professional training was all but complete. The outcome was that every one of the 59 seniors who registered in the School in the fall of 1941 received his degree: 27 on March 4, 1942 and 32 on May 21, 1942. Three of the former group and seven of the latter were called into service before fully completing the regular program, but after having been in attendance up to or past the middle of their last term. Under emergency regulations authorized by the University Faculty, such students were recommended for their degrees, despite their inability to be in attendance during the last few weeks of their course. This relaxation was encouraged by and in conformity with resolutions adopted by the Association of American Law Schools and amendments to the rules governing admission to the bar of New York and the bars of other states.

It should be borne in mind that the consideration shown its third-year students was not actively sought by the School; and that the School has carefully refrained from taking any position which would lay it open to the charge of putting its own interests above the national welfare. Cognizant of the fact that the study of law could not be classed as an essential occupation during a period of national peril, the School has never requested the deferment of any of its students, nor has it ever asked that their induction be postponed. When, however, a student believed that he had just ground for deferment or postponement, and when requested to do so by a student or draft board, the School has always willingly issued a statement of such facts pertinent to the case as were within its knowledge, but without including any recommendation or request.

While the fall of 1941 found the School with a senior class of normal size, the



shrinkage in the second-year class at that time amounted to 25%. Where students were not in their final year, their draft boards generally concluded that they could not be allowed to finish.

The first-year class in September 1941 numbered only 56, representing a drop below normal of 30%. Realizing that some substantial decrease would be likely, since no man could expect deferment for the purpose of commencing the study of law, the School, in conformity with action taken by other leading eastern institutions, endeavored to minimize its probable loss by extending the privilege of admission to any student having completed with satisfactory grades three years of work in an approved college or university. Formerly this opportunity had been available only to Arts students in Cornell University. All others had been required to present degrees. This emergency arrangement, however, had little effect. Of the 56 first-year students appearing in the fall of 1941, only three entered under it.

Losses to the armed forces from the second- and first-year classes were heavy during the academic year 1941-42. By spring the second-year class had already shrunk from 45 to 30 and the first-year class from 56 to 42. While many were allowed by the military and naval authorities to remain long enough after their turns for service came to complete the term's work upon which they were engaged, almost no men who were due for call were permitted to complete their law studies unless they had third-year standing in the School.

By June 1, 1942 when the Law School Summer Session opened, the attrition process had gone so far that but 61 students, or about one-third of the normal number, appeared for registration. Such reports as have been received from the law schools of other northeastern universities reveal enrollments constituting substantially the same proportion of pre-war totals.

#### THE EFFECT OF THE WAR ON THE FACULTY, CURRICULUM, AND CALENDAR

The diminution in student enrollment of which an account has been given above, and the consequent decrease in tuition income, were not unforeseen by the School. Long before Pearl Harbor, plans for offsetting at least in part the University's probable tuition losses by lowering the School's budget were discussed. As the anticipated shrinkage in student enrollment began to materialize, these plans took definite form and were carried out. The peacetime complement of the Law Faculty was 13. In the fall of 1941 a temporary appointment was allowed to lapse. In March 1942 leave without pay was granted one member of the Faculty to enter the government service. Later in the spring another member of the group took similar leave for the same purpose. By early summer a third had arranged to divide his time between governmental and Law School duties in the ratio of 6 to 1. The net result is a Faculty of 9.

Some modification and curtailment of curriculum has been the inevitable consequence of this reduction in personnel. Municipal Corporations, Admiralty, and International Law will not be given during the academic year 1942-43 and will not be offered thereafter as frequently as formerly. For the problem courses in Administrative Law, Business Regulation, Choice of Remedies, Evidence, Legislation, Jurisprudence, Taxation, and Trusts and Estates there has been substituted a requirement of Faculty supervised research in one of these or other fields. The regular casebook and lecture courses totaling 35 and including those in Administrative Law, Business Regulation, Evidence, Jurisprudence, Taxation, and Trusts have, however, been continued. This close adherence to the normal program, despite the 28% reduction in teaching personnel which has been effected, would not of course be possible had not the remaining Faculty members volunteered to increase their individual loads. They have found the extra time required by lengthening their hours of labor, by allocating proportionately less time to legal research and writing, and by less frequent acceptance of extra-curricular responsibilities, such as retainers by the New York State Law Revision Commission and other public bodies.

The willingness of The Honorable Leonard C. Crouch, formerly a judge of the New York Court of Appeals, to serve as Visiting Professor of Law and to offer a term course in Appellate Practice, has relieved by that much the burden on the



regular Faculty. His work is of great value and his cooperation is deeply appreciated.

Pursuant to the policy adopted in the summer of 1941, the School is operating under an accelerated program in order that students may proceed with their legal education as rapidly as possible. The original plan involved four, eleven-week terms a calendar year. Beginning with June 1, 1942, three, fifteen-week terms are offered each year, enabling students to complete the regular law course in twenty-four months. The shift from four, eleven-week to three, fifteen-week terms has two advantages: (1) it brings the Law School calendar into conformity with the University's acceleration program calendar, which was adopted after the original Law School plan had been put into operation; (2) the addition of a forty-fifth week to the year's instruction enables students by attending six terms in twenty-four months to satisfy the attendance requirements for the New York bar which, as an emergency measure, have been lowered from 96 to 90 weeks.

#### THE WARTIME PROBLEMS OF THE CORNELL LAW QUARTERLY

As the *Cornell Law Quarterly* under normal circumstances derives a large measure of its financial support from the student body through their subscriptions and their patronage of the law-book store, the *Quarterly* faces serious financial problems because of the decrease in enrollment. The School was therefore most grateful for the renewal by the Board of Trustees for the fiscal year July 1, 1942 to June 30, 1943 of the \$500 subsidy which the *Quarterly* had enjoyed at the hands of the University in the pre-depression years. As a law review has come to be considered an indispensable adjunct of a sound law school, cessation of publication would have seriously weakened the School's competitive position.

The editorial board of the *Quarterly*, membership on which is limited to students who have attained honor scholastic rank, has of course diminished in number proportionately with the enrollment. To insure the production of the usual number of student notes on recent leading cases, all third-year students, including those not eligible for election to the board, are being required to write one note or report during each of their last two terms. Each student writer will work under the personal supervision of some member of the Faculty. From these notes and reports the best will be selected for publication in the *Quarterly* along with the notes written by the board members. This plan serves another purpose by providing an adequate substitute for the problem courses, the temporary abandonment of which has been made necessary by the reduction in Faculty personnel described above.

#### THE LAW SCHOOL AND THE WAR EFFORT

To the intense regret of the School, it has thus far, like most other law schools, found itself unable as an educational institution to play any particularly impressive part in the war effort. Training in law, which is all that the School is staffed and equipped to offer, does not prepare its students to produce essential war goods, to lead troops in the field, to maneuver fleets, or to map campaigns.

It is true, of course, that the law schools have developed capacities in their graduates of which the Army's Provost Marshall, the F.B.I., and the Intelligence branches of the armed forces can make and have made use. While this contribution can not be compared in importance with that made by the technical colleges, it has far more than a nominal value. As, however, the combined effect of the Selective Service Act and of the Army and Navy college programs will probably be to prevent a student from receiving a complete legal training before entering the armed forces, the law schools, if they are to continue to turn out men specially useful to the agencies above referred to, must perform their task in a shorter time. The Faculty of the School is therefore studying its first-year curriculum with a view to so revising it that in one year a law student can acquire not only a sound foundation on which he can build when he returns to the study of law, but also an acquaintance with those fields of the law which are of particular importance to the war effort. The goal of such a program would be to supply a number of men qualified by general and legal education to grapple with the difficult problems facing

members of the Intelligence and other special services, and who at the same time would be able, by virtue of their youth, to perform the dangerous and arduous duties which field service with these agencies, at home or abroad, would involve.

Whatever may be the outcome of the efforts of the School as such to make a significant contribution to the winning of the war, it is clear that Cornell Law School men as individuals are doing so. The younger ones can be found in every branch of the armed forces. Many hold reserve commissions in the army conferred upon the completion of their R.O.T.C. training at Cornell. Others are earning commissions in the naval reserve. A few are in training as bombardiers, navigators, and combat pilots. Of the large number who waited their turn under the Selective Service Act, a majority have already been chosen for officer candidate schools. A few are serving with the F.B.I. and with Naval Intelligence.

The war activities of the older alumni are also varied and important. Many are serving as attorneys in responsible positions with government agencies. Numerous others hold captaincies, majorities, and colonelcies in the army or lieutenantcies and commanderships in the navy. Of these some are engaged in intelligence work, others are with ground branches of the air force, while still others are in command of troops or are at sea.

Dean Stevens and Professor Washington are serving as attorneys with the Office for Emergency Management. Their work has included a variety of war business, such as the drafting of lend-lease agreements and the prosecution of saboteurs. Professor Morse holds a captaincy in the Judge Advocate General's Department of the Army. His task is to coordinate and supervise the libraries of that Department, whether they are in Washington, in the several corps areas, or with the various expeditionary forces.

The Faculty in Ithaca also have taken some part in activities related to the war. Some have assisted in the Selective Service and rationing registrations. Others have taken courses to prepare them for service as air wardens. All have devoted many hours to conferences with students seeking guidance in their choice of a field of war activity. Professor Keffe, in connection with his duties as Law School Placement Director, has kept the School's alumni supplied with up-to-the-minute information concerning opportunities for service by lawyers in the war effort. His work in this respect has been most effective and has evoked very favorable comment. At the request of the Department of Military Science and Tactics at Cornell, Professor Keffe lectured to all the students taking basic drill on the American Bill of Rights. Professor Wilson is serving as one of the directors of the Tompkins County War Chest. The undersigned represents the School on the University Faculty Committee appointed to direct the counseling of students in regard to their war problems and continues to serve as a member of Registrants Advisory Board No. 495, a position to which he was appointed in the fall of 1940.

Even Myron Taylor Hall is making its contribution. The facilities left idle by the contraction of the student body have been made available to the Navy. About 800 Ensigns are taking various types of training at Cornell, and since July 1 they have been holding classes in the Moot Court Room and Rooms A, C, and D of the Law School building.

#### THE FUTURE OF THE SCHOOL UNDER WAR CONDITIONS

The members of the Law Faculty are sharply conscious of the fact that the School's expenses are at present greatly in excess of its income (the School's share of the yield from the University general endowment, plus law student tuition), despite the \$20,000 saving which has been effected by the temporary reductions in Faculty personnel described above. They realize that the deficit is principally due to the shrinkage of tuition receipts, and that it is therefore imperative to do everything which may properly be done to increase the enrollment. The School is therefore constantly and carefully studying possible ways of accomplishing this end, realizing, however, that no program can be adopted which would be inconsistent with the national welfare or would impair the standing and good name of the School.

Additional saving in the Law School's budget by further decreases in Faculty

personnel is impossible as long as the School continues to offer a full law course. With first, second, and third year students in the School simultaneously, the curriculum must be practically as complete with an enrollment of 60 as with one of 180. The members of the present reduced Faculty have, as has already been pointed out, already increased their individual loads to a considerable extent. They cannot do so further without grave danger of loss of efficiency. It will be remembered that they are not merely working harder during a regular academic year of two terms, but that they are handling a full third term in the summer as well.

While it is evident that in view of the basic assumptions underlying the Selective Service Act, no young man can be charged with lack of patriotism if he elects to continue with his education until called into the armed forces, it is just as clear that no educational institution can afford even to appear to be urging such an election. As the majority of law students are 20 years of age or older, it follows that the School may not with propriety engage in any aggressive promotional campaign. This will be all the more true when the draft age is lowered to include boys of 18 and 19.

Some law schools have already closed, and more will probably suspend operations in the near future. The Cornell Law School cannot, however, with good grace press too eagerly for the attention of the students thus orphaned.

Beyond the extension of the three-year entrance privilege to all applicants, already referred to in this report, the School has not relaxed its admission standards. Despite the falling enrollment even students with degrees are not being accepted whose mental ability, character, and personality as revealed by scholastic transcripts, letters of appraisal, and personal interviews, indicate that they probably could not measure up to the academic standards maintained by the School and that they would be unlikely to become members of the bar of more than average ability and usefulness. As far as we are informed, this sound policy has been generally adhered to by all of the grade A law schools in the northeast. It is seriously doubted whether any institution would derive even a temporary advantage from accepting the unfit; and it seems probable that in the long run such a step would have undesirable consequences. While a less careful screening of applicants might result in increased enrollment, the adoption of such a policy cannot be recommended.

The Law Faculty has not failed to devote careful consideration to the wisdom, as an emergency measure, of accepting students after but two years of college education. This, however, is a step which the Faculty would be most reluctant to take. In the first place, it is by no means certain that it would bring about a substantial increase in enrollment. In the second place, the School might not be able to maintain the quality of its product, if a large proportion of its students had had but two years' preparation. In such an event the School's prestige would suffer. Contingencies now unresolved and others not yet foreseen may conceivably compel a reconsideration of this question. For the present, however, maintenance of the three-year entrance requirement seems advisable.

#### FACULTY PROMOTIONS AND APPOINTMENTS

At the spring meeting of the Board of Trustees, Associate Professors Arthur J. Keeffe and George T. Washington were promoted to the rank of Professors, while the Law Librarian, Assistant Professor Lewis W. Morse, was advanced to the grade of Associate Professor. The recognition thus accorded to the abilities and valuable services of these members of the Faculty was well deserved.

To fill the vacancy created by the resignation of Assistant Professor Daniel G. Yorkey and his return to private practice, the Board of Trustees appointed Kenneth B. Lane as Assistant Professor of Law and Secretary of the Law Faculty for the period from July 1, 1942 to May 31, 1943. Professor Lane obtained his A.B. as well as his LL.B. degree from Cornell University; the former in 1936 and the latter in 1938. While a student in the Law School he was elected to membership on the Board of Editors of the *Cornell Law Quarterly* and in the Order of the Coif. His Bachelor of Laws degree was conferred upon him with distinction. Fol-

lowing his admission to the New York bar in June 1938, Professor Lane became associated in the practice of law with the firm of Wilcox & Van Allen of Buffalo, New York. He obtained leave of absence from his duties with that firm to accept his appointment here. Professor Lane will teach Business Associations, Personal Property, and Taxation.

Late in the winter of 1942 the undersigned was appointed by the Board of Trustees to serve as Acting Dean while Dean Stevens was absent on sabbatic leave during the third trimester of the academic year 1941-42. In the spring the Board extended this appointment to cover the academic year 1942-43 in view of the leave granted to Dean Stevens to enable him to take a post with the Office for Emergency Management in Washington.

#### GENERAL FACULTY ACTIVITIES

Despite increasing teaching loads and participation in the war effort to the extent hereinbefore described, the members of the Law Faculty have been creditably productive during the academic year 1941-42.

Dean Stevens has continued as a member of the New York Commission on Uniform Laws. Assisted by Professor Washington, he has made further progress in the preparation of a book to be known as "Cases and Materials on the Law of Corporations".

Pursuant to his custom, Professor Wilson made several speeches during the year. For his talks before the Southern Tier Technical Society and the Steuben County Medical and Bar Associations, he chose as his topic "The Expert Witness". Three of the book reviews published in the last volume of the *Cornell Law Quarterly* were written by Professor Wilson.

Professor Thompson is now engaged in the preparation of mimeographed material for a casebook on contracts. He reviewed Professor Cushman's "The Independent Regulatory Commissions" for the June, 1942 issue of the *Cornell Law Quarterly*; and wrote a defense of the New York Law Revision Commission's amendment of Section 342 of the New York Civil Practice Act. This short article was published in the *New York Law Journal* of December 31, 1941. Like Professor Wilson, Professor Thompson delivered several addresses during the year, including one before a joint meeting of the Bar and Medical Associations of Burlington County, New Jersey. Their contacts with lawyers and laymen have done much to foster cordial relations between the public and the School.

An article by Professor Laube entitled "The Romance of Myths, Legal and Non-Legal" appeared in 27 *Cornell Law Quarterly* 541. He also reviewed books for the *Quarterly* and the *Missouri Law Review*. He is continuing work on his casebook on the subject of decedents' estates.

As Research Consultant for the New York Law Revision Commission, Professor Robinson prepared a study of the right of a holder in due course of a negotiable instrument under statutes making certain transactions void. At the request of a firm of practicing attorneys he rendered opinions on two novel and important questions of insurance law. During the year he made further progress in collecting material for a projected treatise dealing with water transportation and insurance affecting it. He is now also engaged in a study of the effect on maritime commercial transactions of certain wartime occurrences, such as frustration of voyage and requisition of vessel or cargo.

Professor MacDonald has continued as Executive Secretary and Director of Research of the New York Law Revision Commission. During July, 1942 he served as Special Assistant to the Attorney General of the United States, charged with the execution of special assignments. He was most active in bar association circles and held the following positions: Director and Reporter of the New York Survey of Procedure under the joint auspices of the National Association of Judicial Councils, the American Bar Association, and the Junior Bar Conference; Chairman of the American Bar Association's New York Committee on the Administration of Justice; member of the New York State Bar Association's Committee on the Administration of Justice; member of the New York State Bar Association's Committee on Legal Education; member of the Association of



American Law Schools' Council on Remedies; member of the Tompkins County Bar Association's Council on Remedies; member of the Tompkins County Bar Association's Committee on Grievances; and Law School Delegate to the Judicial Conference of the United States Circuit Court of Appeals for the Second Circuit. Professor MacDonald's writings included an article entitled "The Administration of a System of State Liability in New York" which was published in *Law and Contemporary Problems*, and two book reviews; one for the *Cornell Law Quarterly* and one for the *Georgetown Law Journal*. He was editor of the New York Law Revision Commission's "Report, Recommendations, and Studies" for 1942.

Before taking leave for service with the government, Professor Washington completed his book dealing with the compensation of corporation executives. This work attracted considerable attention because of its quality and because it constituted the first extended treatment of the subject. An article entitled "Protective Coloring in Corporation Law", and which he wrote with the collaboration of Carl H. Fulda, was published in 26 *Minnesota Law Review* 824. His joint work with Dean Stevens on a casebook in the field of corporations has already been referred to.

In the capacity of Research Consultant, Professor Keffe completed two studies for the New York Law Revision Commission: "Class Actions" and "Abolishing the Doctrine of Mistake of Law". The December 1941 issue of the *Cornell Law Quarterly* contained an article entitled "Service of Process in Suits Against Directors: A Barrier to Justice", which was written by him and Frank T. Cotter, a third-year student in the School. Professor Keffe's placement work continued to be eminently successful.

During the academic year 1941-42 Professor Morse was a member of the Executive Committee of the Association of American Law Libraries. He published three articles: "State Tax Commissions: Their Creation and Reports" in *Taxes*; "Chronology of the Development of the David Dudley Field Code" and "Federal Judicial Conferences and Councils: Their Creation and Reports" in the February and April, 1942 issues of the *Cornell Law Quarterly*, respectively. Of the second of these articles, Mildred V. Coe of Professor Morse's Law Library staff was joint author.

In November, 1941, the undersigned, as Research Consultant to the New York Law Revision Commission, completed a study with regard to the conditional sale of fixtures. The greater part of his sabbatic leave during the first trimester of the academic year 1941-42 was devoted to this work.

#### THE LAW LIBRARY

The Law Library now contains 99,296 volumes. Additions during the year totaled 3,859. Of these 1,464 volumes were received as gifts from the Faculty, alumni, and friends of the School.

The Bennett Collection of Statute Law was enriched by the addition of a few volumes of very early Tennessee Session Laws. Our set of the decisions of the Comptroller of the Treasury of the United States was completed.

#### LAW SCHOOL ACTIVITIES

The annual lecture on the Frank Irvine Foundation, established by the Cornell chapter of the Phi Delta Phi Legal Fraternity, was delivered by The Honorable Carl McFarland, former Assistant United States Attorney General and member of the President's Committee on Administrative Procedure. His subject was "The False Standard in Administrative Organization and Procedure". The Honorable William L. Bleakley, '04, addressed the Student Law Association at its first smoker of the year.

The final argument in the First-Year Moot Court Competition was argued before a bench composed of The Honorable Rowland L. Davis, '97, former Justice of the New York Supreme Court, Appellate Division, presiding; The Honorable Henry J. Kimball, '12, Justice of the New York Supreme Court, Fifth Judicial District; and The Honorable Lewis A. Gilbert, Justice of the New York Supreme Court, Seventh Judicial District.



## THE CORNELL LAW ASSOCIATION

At the annual meeting of the Cornell Law Association held on November 8, 1941 at Myron Taylor Hall, The Honorable Harley N. Crosby, '97, was re-elected President of the Association. The following were elected Vice-Presidents:

Messrs. Edward Harris, Rochester, N. Y., '00.  
James P. Harrold, Chicago, Ill., '93.  
Thomas B. Rudd, Utica, N. Y., '21.  
James B. Kinne, Seattle, Wash., '02.  
Frank B. Ingersoll, Pittsburgh, Pa., '17.  
W. D. P. Carey, Hutchinson, Kan., '26.  
The Hon. William L. Ransom, New York, N. Y., '05.  
Paul Overton, Los Angeles, Calif., '00.  
O. D. Roats, Springfield, Mass., '06.  
C. W. Wilson, Brooklyn, N. Y., '06.  
William B. White, Birmingham, Ala., '09.  
Elbert P. Tuttle, Atlanta, Ga., '23.  
Percy W. Phillips, Washington, D. C., '15.  
The Hon. Leonard C. Crouch, Syracuse, N. Y., '91.

Messrs. Thomas B. Gilchrist, '06, and Edwin J. Marshall, '94, and The Honorable Frank H. Hiscock, '75, were elected members of the Executive Committee for terms expiring in 1944.

Professor John W. MacDonald, '26, was re-elected Secretary-Treasurer of the Association. The Honorable Leonard C. Crouch, '91, was elected representative of the Association on the Board of Directors of the Cornell Alumni Corporation.

The School owes much to the officers and members of its alumni association. Their subscriptions help to support the *Cornell Law Quarterly*. Their writings constitute a valuable part of its contents. Many needy and worthy students have been assisted and encouraged by the scholarships to which they have contributed and by the prizes which they have established. Their placement committees have been untiring in effort and remarkably effective. They serve as Moot Court judges. They aid in the solution of the School's perplexing problems. Above all, their professional attainments and standards are such as to reflect credit on the School and the University of which it is a part.

WILLIAM H. FARNHAM,  
Acting Dean of the Law School.

## APPENDIX V

## REPORT OF THE DEAN OF THE MEDICAL COLLEGE

*To the President of the University:*

SIR: I have the honor of presenting the following report for the Medical College for the academic year ended June 30, 1942.

This year marks the tenth anniversary of the work of the Medical College in its present location in this Medical Center where we work jointly with the Society of the New York Hospital, with whom we have had an affiliation during the past thirty years. In the face of many difficulties which commonly accompany a new undertaking of this kind, real progress has been made in the direction of medical care, education, and research. We have had changes in key personnel, readjustments have been made due to decreases in our income, misunderstandings and differences of opinions have existed in regard to questions of fundamental policy, and the two institutions have had to adjust themselves to a symbiosis conducive to the most effective performance. However, these problems have been faced as they have arisen and fortunate solutions have been made so that we find ourselves in a relatively strong position. With our country at war, our problem is to hold as many of our gains as possible and to consolidate them in preparation for further development in the post-war era. We are seeing many of the principles for which we have worked undergoing extensive modifications and many of our men, whom we have trained and counted on for future development, being taken into the service of our country. These are sacrifices we are most willing to make but they tend to confuse an evaluation of our accomplishments during these past ten years.

This report should justify to the University and in turn to the public, the expenditures which have been made in our support during the past year. Our activities are so complex that this would be difficult in the space available. Our work on medical care is elaborated in the 170th Annual Report of the Society of the New York Hospital and our contributions to the advancement of medicine and its allied sciences are spread on the pages of medical and scientific journals. Our accomplishments in the field of medical education will be best exemplified in the professional activities of our medical and graduate students.

I regret to report to you the passing of Henry Darling Niles, Instructor in Medicine (dermatology); James Duffy, Assistant Professor of Radiology; Kyle B. Steele, Associate Professor of Clinical Obstetrics and Gynecology, and Walter Lindsay Niles, Professor of Clinical Medicine and Acting Dean. A graduate of the class of 1902, Walter Niles served as Professor of Clinical Medicine since 1916, was Dean from 1919 to 1928 and Acting Dean from October 1941 until his passing late in December. Due to his knowledge of the problems of the Medical College and the Hospital and the esteem with which he was held by all who knew him, his contributions to our institution were profound and numerous and extended over a period of forty years. He was a tower of strength, a stabilizer, a friend to whom we are deeply indebted and whom we will miss sincerely in our work here.

## RETIREMENT AND CHANGES IN STAFF

After serving the college for 28 years, Doctor Bernard Samuels becomes Emeritus Professor of Clinical Surgery (Ophthalmology). He became Instructor in Clinical Surgery (Ophthalmology) in 1914; Assistant Professor in 1922 and Professor in 1927. Beloved as a teacher and friend and respected as a clinician, Doctor Samuels has made a contribution in service to our institution for which we are extremely grateful. We are pleased that he has consented to serve on our Library Committee for this coming year, and will continue his interest in the College.

For reasons of health, Dean William Sargent Ladd has been on leave during the academic year. It had been hoped that his health would improve so that he could resume his position as Dean for the coming year. However, he has found it necessary to resign as Dean, effective July 1, 1942, but will continue as Professor of Clinical Medicine and Attending Physician at the New York Hospital. The

staff members at the Medical College realize the contributions which Doctor Ladd has made to the work of our institution and are sincerely sorry that he has found it impossible to return to the Dean's Office. He served as Associate Dean from 1931 to 1935 and became Dean in 1935. He has worked diligently in developing a better organization in our integration with the New York Hospital and furthering a better educational program in the college. He did much to bring about the cooperation between the City of New York and the College in the Kips Bay-Yorkville Health and Teaching Center, and our present program of teaching in Public Health and Preventive Medicine is largely the result of his efforts during the formative period. He worked with his faculty and his fairness and forthrightness gave confidence to his associates. He organized the Student Health Service and gave of his time as a doctor on the staff. His interests took him into all phases of student problems and many times he participated anonymously in their solution. His position as faculty representative to the Board of Trustees stimulated his interest in the problems of the University as a whole, and he did his best to bring the Medical College into closer relationship with the University at Ithaca. He worked faithfully to accomplish what was best for the Medical College and it is a pleasure to express our debt to him and our gratitude. We are pleased that Dr. Ladd will continue in his appointment in the Department of Medicine and we look forward to his continued interest and counsel in the problems of the College.

Doctor Niles became Acting Dean on October 1 and served until his passing late in December. This appointment was enthusiastically received on all sides because of the great confidence in him. His experienced hand guided the College over a smooth course. On January 1, Doctor Joseph C. Hinsey was appointed Acting Dean to serve through the remainder of the academic year.

Three of our major departments were under the direction of new heads this past year; Physiology, Doctor Eugene F. Du Bois; Pathology, Doctor William Dock; and Medicine, Doctor David P. Barr. Doctor John W. McLean, a graduate of the Medical College of the class of 1934 and Associate Professor of Clinical Surgery (Ophthalmology) has been made head of the sub-department of Ophthalmology in the Department of Surgery to succeed Doctor Bernard Samuels, who retires this year.

#### STUDENT BODY

The enrollment of 309 medical students was the largest in the history of the College. The distribution was as follows: First year, 78 men and 5 women; second year, 70 men and 5 women; third year, 72 men and 4 women; and fourth year, 72 men and 3 women. The members of the first-year class came from fifteen states and 37 different colleges. They were selected from 1055 applications coming from 185 colleges. In addition, two English medical students were enrolled in the third-year class. These students are receiving their clinical training here under a grant from the Rockefeller Foundation. The task of reviewing and evaluating this number of applications, of arranging for interviews, and the final selection of candidates for our Medical College is an arduous undertaking. The Admissions Committee with Assistant Dean Edwards as chairman have done a very conscientious job and the caliber of our students is testimony of the thoroughness with which the work has been performed. One hundred and forty students were selected and from this number 83 places were filled. While this ratio may seem to be high, it is not at all unfavorable when compared with some of the other institutions in this area. We are in competition with other institutions where the tuition is lower, where a larger number of scholarships are provided, and where better living quarters have been available. We have continued to receive excellent help from the Committee on Premedical Education at Ithaca, with Professor V. S. Lawrence as its chairman. Furthermore, we are grateful for the many careful evaluations we have received from the faculties of various other colleges and universities and from our alumni and friends.

The Committee on Promotion and Graduation, at its meetings held during the year, has continued to evaluate carefully the work of each student. This committee is divided into four groups and is comprised of the members of the staff who teach the students in each year. It meets three times a year in most instances

and discusses the work of each student. An attempt is made not only to warn students whose work is unsatisfactory, but to secure maximum performance from all of our students. It gives us a method of checking up on the work of students periodically throughout the year and stimulates our staff to know our students individually. We plan to encourage attendance at the meetings for the third- and fourth-year students by the department heads of the first two years. Of the eleven students registered in Section F of the Graduate School, four were awarded the Doctor of Philosophy degree in June.

Of the graduates of our classes in 1939, 1940 and 1941, 59 took 10 different state boards. Of these, 46 took the New York State Boards and 40 passed and 6 failed. These six failures in the New York boards were the only ones sustained. Nineteen men took and all passed the National Board Examinations. When one consolidates the showing in State and National Board examinations taken in 1941, our percentage failure is 8.8% as compared with ratios of 8.5, 18.9, 10.4, 13.1 and 21.0 in some of our sister institutions with comparable standards in this area. This relatively high percentage of failures for the past year in the New York State Boards is one experienced by the other institutions in the state and cannot be attributed to an abrupt decrease in the standards of our instruction. We have requested our graduates to make more adequate reviews. Some institutions are encouraging as many of their students who can afford it to take the examinations given by the National Board of Medical Examiners.

#### STUDENT HEALTH

Doctor Dorothea Lemcke reports for the Student Health Service that: "In the past year the general health of the student body has been fairly good. Fewer respiratory infections were reported to the Health Officers. There were however several serious illnesses." Of the latter, mention should be made of four cases of pulmonary tuberculosis. These were discovered at an early stage and the students were hospitalized. On the Student Health Service, a total of 194 physical examinations were performed, there were 1386 office calls by 245 students and 40 students were hospitalized for 1386 days. During the year, some of the physicians on this service entered the armed forces and considerable load was carried by those remaining. Doctor Lemcke and her staff are to be highly commended for the manner in which the work has been carried on.

For some time, it has seemed advisable to consolidate the health protection services of the employees of the New York Hospital, graduate nurses in the New York Hospital and student nurses in the Cornell University-New York Hospital School of Nursing, the interns and residents of the New York Hospital, the Cornell medical students, and the employees of the Cornell University Medical College. A study has been made and a recommendation presented and approved which will make this possible. The service will be in charge of a Director chosen by the Joint Board and will start operation this coming fall. This health service will be utilized as a part of the teaching plan in our joint institution. It is imperative that the health of the students be carefully watched, particularly during the operation of the accelerated schedule.

During past years, students whose health has required hospitalization have had no available economical insurance program for protection in such emergencies. At the request of a student committee and with the cooperation of Mr. E. K. Taylor, the Committee on Personnel Health recommended a plan which had been worked out with the Connecticut General Life Insurance Company. It was put into operation on a voluntary basis on January 1, 1942. Later in the year the Board of Trustees made such insurance obligatory for the coming year on the part of all students at the rate of \$12.00 for an entire year. This action was thoroughly indicated by the experience made on a voluntary basis.

#### STUDENT FINANCES

Looking forward to the institution of the accelerated program, a survey was made of the financial needs of the student body. With the summer vacation no longer available, a number of students would be deprived of the opportunity of

obtaining employment to help pay their expenses for the coming year. It was found that approximately \$25,000 would be required for this purpose. We were fortunate in obtaining \$15,000 from the Hayden Foundation and \$10,000 from the Kellogg Foundation to be used to meet this emergency. From these funds, deserving students can obtain loans at an interest rate of 2½%. With what student loans and scholarship funds we have available, we believe we will be able to take care of those students who need it. However, there should be more endowed scholarships for deserving and able students.

#### STUDENTS' RESIDENCE

One of the greatest needs that have existed in past years is adequate living quarters in a residence where recreational facilities could be provided as well. With the college in session during the summer months and with a possible fuel shortage facing us, it became imperative to do something to provide comfortable quarters. It has been possible to work out an agreement with the New York Hospital so that the College will operate as a student residence what has been known as the annex of the Nurses Residence on East 70th Street. Approximately 190 single furnished rooms are available on the 6th through the 10th floors. The rates range from \$20 to \$30 a month and include light, heat, maid service. There is 24-hour elevator service. It is possible to enter the College and the Hospital through a tunnel under 70th Street. Meals will be provided at reasonable rates in the cafeterias in the College and Hospital. Lounge rooms are available on three of the floors and a reception room will be provided on the first floor.

These quarters will meet the residence requirements for the time being but we must endeavor to obtain funds to provide a permanent residence with proper recreational facilities. We are grateful to the New York Hospital for helping us out in this emergency. It will work to our mutual benefit because the entire income is being turned over to the Hospital with the College guaranteeing a stipulated amount each year.

#### THE SCHOOL OF NURSING

During the year the question of providing University affiliation for the New York Hospital School of Nursing was considered. By action of the Board of Governors of the New York Hospital and the Trustees of the University, the School of Nursing, now known as the Cornell University-New York Hospital School of Nursing has been placed on a University basis as of July 1, 1942. Applicants for admission must ordinarily have completed two years of college work acceptable to the University. In exceptional cases, applicants with less than the above requirements, but of unusual merit may be admitted. Upon satisfactory completion of the required course of study, candidates shall be eligible for the degree of Bachelor of Science in Nursing in Cornell University and for a Diploma of Nursing in the New York Hospital. In exceptional cases, the latter may be awarded although the degree is not conferred. Miss Bessie A. R. Parker was appointed the Director of the School of Nursing for one year as of July 1, 1942.

#### THE WORK OF THE DEPARTMENTS

*Anatomy:* One of the criticisms which is oftentimes made of the instruction in Anatomy is that the student completes his work in the first year and has little or no contact with it in the latter part of his course. During this year 26 fourth year students have done review dissections. An elective course in applied Anatomy consisting of lectures and demonstrations was presented by Doctor Ernest Lampe to 136 of the second, third, and fourth year students. Emphasis was placed upon the anatomy of the body in relation to physical diagnosis. The research of the department has benefitted by the fact that in several problems there has been collaboration with men in the clinical departments. The studies on the use of vaginal smears in the diagnosis of cancer in the female reproductive tract are being brought together in a monograph with colored plates for illustrations. The work on the nervous system has been concerned mainly with the sympathetic division from the standpoint of its histology, development, and function. Interest-



ing observations have been carried out on man in relation to problems in vasomotor control. Problems in peripheral nerve injuries are under study by a number of the staff members. Findings in the studies in metabolism of bone marrow and human spermatozoa are being continued with particular emphasis on applications to disease. Since January the work of the department has been oriented largely in the direction of problems relating to the war effort.

The monograph written by the late Charles R. Stockard and entitled "The Genetic and Endocrine Bases for Differences in Form and Behavior" appeared in December, 1941. The American Association of Anatomists held their 58th annual session in New York City on April 1 to 3 with our Medical College as host.

Doctor Dwight G. Sattler of the University of Iowa spent the year in the department as a Commonwealth Fund Fellow, as did Doctor Orlando J. Aidar of the University of Sao Paulo, Brazil, as a Rockefeller Foundation Fellow. Seven medical students did investigative work in the department during the year.

*Bacteriology and Immunology:* Approximately one third of the course to the medical students is now given in the third trimester of the first year. This does not add to the total teaching hours but it extends the period of time so that the course is not so concentrated. The facilities of the laboratory have been improved by the installation of eight wash basins, an item not only of convenience but also of important teaching value in the development of the concepts of asepsis and avoidance of infection. The three chief lines of investigation in the department are: 1) immunological differences among strains of virus from influenza and influenza-like infections; 2) the synthesis of serologically reactive polysaccharides through the action of bacterial enzymes; 3) comparison of streptococci from plant sources with streptococci from human and animal sources. This fundamental work has been conducted with limited financial support. The supply budget is utilized in support of the course and there have been small grants from the Ettinger Fund. The department seriously needs additional support in the light of the work that is being done.

*Biochemistry:* The teaching in this department has continued along the lines outlined previously, with attention being re-directed toward the correlation with the work given in the Department of Physiology. Three students were awarded the Ph.D. degree at the end of the year and others are engaged in this training. This department has been cooperating with the department of medicine in strengthening the chemical work done in the Central Laboratories of the New York Hospital. Dr. William Summerson has undertaken a survey of the chemical procedures used, the equipment, and personnel and a report has been prepared. Dr. Summerson will supervise this work during the coming year. This is a healthy development and will work to the advantage of both departments concerned.

The research program has been affected considerably by the war. Under a contract with the United States Government, certain researches are being carried out. Other investigations include: metabolic studies in connection with butter yellow tumors; biotin, its structure and the activity of its split products and derivatives; transmethylation and sulphur metabolism—the mechanism of the conversion of methionine to cystine, relationship of structure to the availability of the methyl groups of choline.

We regret losing Dr. Binkley who is leaving to take a position at the Rockefeller Institute. He has finished his work for the Ph.D. degree this past year.

*The Library:* The librarian gave the customary course to the entering class, one lecture to the whole class followed by two periods with the class divided into two groups. Then individual instruction was provided for each student in the preparation of a bibliography. This is done to familiarize the students with the arrangement of the library and the best way to use it. During the year emphasis was placed upon adding to our collection of texts and monographs. Of the foreign journals, only those from Great Britain reached us fairly regularly. The Scandinavian journals reached us until early spring, but very few arrived from Germany, and none from France. A sum of money from the budget is being put aside to have available to purchase missing foreign volumes when the war is over. The summer library hours will be lengthened to accommodate the students who will be here. Volumes have been received from a number of people including Doctors

Dock, Cattell, Lowsley, and the late Doctor Witt. Doctor Lewis Conner made a large and valuable gift by turning over to us practically all of his fine personal library.

Doctor Andrew Marchetti became chairman of the Library Committee in February, succeeding Doctor James M. Neill to whom we are indebted for years of faithful service in this capacity.

A brief summary for ten months, July 1, 1941 to April 30, 1942, gives these figures: Total readers, 23,148, of which 14,381 were undergraduate students; 8,767 faculty and staff. Average daily attendance varied from 27 in August to a high of 121 in October. Loans for home use, 6,212 readers, a total of 10,248 items. Inter-library loans to the following: Rockefeller Institute, 55; New York University, Washington Square Branch, 11; miscellaneous, 3; Milbank Foundation, special project in July and August, 95; total 169. Inter-Library loans from the following: Academy of Medicine, 105; Rockefeller Institute, 13; miscellaneous, 10; total 128. This does not include mention of those of the staff who have had letters enabling them to use Rockefeller Institute library in person. Accession of bound volumes: bound journals, 304; gifts, 89 (exclusive of Dr. Connor's library 300 plus volumes); exchange, 115; purchase, 237. Total 745.

*Medicine:* On June 30, 1941, Doctor Eugene F. Du Bois resigned his position as Professor of Medicine to assume the professorship of Physiology and the Directorship of the Department of Physiology and Biophysics in the Medical College. Doctor David Barr of St. Louis who was appointed to succeed him, was given leave of absence until December 31, 1941, and for the interim period of six months Doctor Harold G. Wolff served as acting head of the department. Teaching and investigation have been continued without interruption.

Permission has been granted by the Board of Governors of the New York Hospital to open to the Department of Medicine on July 1, 1942, another pavillion which has as its first function the housing and care of neurological patients. The number of assistant residents on the medical service has been increased from 8 to 14. The maintenance of such a staff should greatly facilitate the routine conduct of the large medical out-patient department. In the Central Laboratories, satisfactory plans have been developed for supervision of the chemical and parasitological work by members of the staff of Biochemistry and Public Health. The supervision of the routine bacteriological work and more expert help in the care and study of patients suffering from infectious diseases have not been solved as yet.

Doctor George M. Lewis, who has served as Acting Head of the Dermatology Clinic, has worked out a program for strengthening the service in Dermatology. We seriously need added support for development in this neglected field of medicine.

Among the many problems under investigation in the Department of Medicine, only a few can be mentioned: pain, psychological factors which influence somatic disease; intermediary metabolism of steroidal hormones; relation of citric acid metabolism and reproductive hormones; creating metabolism in Grave's disease, myxedema and muscular dystrophies; calcium metabolism in relation to the administration of estrogenic hormones; absorption of foods in non-tropical sprue, tuberculosis case finding program; use of chemotherapeutic agents in infectious disease; methods for study of peripheral blood flow; nature of immune reactions in hay fever; excretion of biotin in man; calorimetric assays of androgens; and the action of snake venous in the clotting of blood. The work with chemotherapeutic agents has been under the supervision of a committee of the Medical College faculty and a laboratory has been provided in the Department of Surgery.

*Military Medicine:*\* One hundred forty-one students elected Military Medicine in the academic year 1941-42, divided as follows: 1st Year Basic, 57; 2nd Year Basic, 49; 1st Year Advanced 20; 2nd Year Advanced, 15. 13 members of the course were commissioned as First Lieutenant, Medical Corps, Army of the United States, one member as Lieutenant Junior grade, U.S.N.R. (M. C.), and one member was found physically disqualified. Those commissioned will be called to active duty with the armed forces after completion of a one-year internship.

Report of Philip B. Connolly, Lieut. Colonel U. S. A. Ret'd, P M S & T.

It is expected that the steady increase in the number of students electing this course will continue. The war brings increasing demands on the medical profession for members to serve the armed forces. ROTC training greatly aids the graduates of this school to perform their duties as medical officers and to serve as such much more satisfactorily than those lacking this training.

There have been a few minor changes in the course, designed principally to bring it up to date and more closely correlate the activities of the Medical Department with the other arms and Services. I believe that, as constituted, it is a valuable aid in the procurement of an essential component of the Army of the United States.

*Obstetrics and Gynecology:* As in previous years, teaching and research accompanied the clinical work of the department, which showed a further expansion as compared with previous years. During the past year the total number of patients, adults and infants included, cared for by the staff was 8,818 exclusive of patients treated in the obstetrical and gynecological out-patient departments.

For many years the Cornell students' work at the Berwind Clinic and the home delivery service has been a most intimate part of their undergraduate experience. The John E. Berwind Free Maternity Clinic building was erected in 1917 and has been under the direction of the Department of Obstetrics and Gynecology of Cornell since 1922. We are deeply in debt to Mrs. Berwind for the support and cooperation she has given by affording such an excellent means of teaching midwifery to our medical students. A resident, three interns, and three or four fourth year medical students constitute the staff, under the direction and supervision of the teaching staff of the department, responsible for patient care and treatment. The demand for doctors in the military services of the United States is so great and urgent that, after careful consideration, it was decided to discontinue our medical supervision of, and teaching at, the Berwind Clinic, at the conclusion of this academic year. The Berwind home delivery service will continue under the auspices of the Maternity Center Association. To replace this training, our students will receive instruction in several special clinics within the department.

The research activities of the department include investigations in eclampsia, hypertension, heart disease in pregnancy, vaginal smears in diagnosis of malignancy of the female reproductive tract, prothrombin concentration in the gestational state, puerperal mortality, anesthesia, roentgen-ray pelvimetry, and vitamin deficiencies.

*Pathology:* The only change in teaching schedule was caused by the curriculum revision in the second and third years. The program was altered but little, but revision of hours and the program for the future has been completed. The teaching will be distributed fairly evenly through three quarters so that maximum use of autopsies and fresh tissue can be made.

The experiments on tuberculosis were concluded, while those on chronic infectious diseases are being continued under Doctor Eugene L. Opie's direction. Work on experimental leukemia has been extended along genetic and therapeutic lines. Other studies on the nature of leukemia and leukemic cells are in progress. In collaboration with the laboratory of Animal Nutrition at Ithaca, a study of senility has uncovered findings of real interest and further investigations along this line are being continued. There has been completed work on the nature and mechanism of proteinuria, on aging changes in cartilage and in the elastic tissue of the aorta, in the circulation in the cirrhotic liver, and on the effects of sulfadiazine.

The percentage of autopsies obtained from some of the services in the New York Hospital is not entirely satisfactory. Certain legal restrictions have been discussed with the Hospital authorities.

*Pediatrics:* The undergraduate instruction in this department has remained essentially unchanged from that in previous years. The absence of clinical clerkships and the small pavillion service continue to mitigate against the most effective type of bedside instruction. These handicaps have been partially offset by maximal use of out-patient material and of the Willard Parker Hospital. Throughout the course, stress is put upon health supervision and the general

management of the well and sick child, including emotional accompaniments of physical disease, family and sibling relationships, educational and recreational facilities and the bearing of other public health measures in individual and community child health. In cooperation with the Department of Psychiatry, the department of Pediatrics has played an important role in the development of Child Psychiatry.

In addition to the training of medical students and the house staff, the teaching program has developed for post-graduate instruction to special students from different parts of the country. In response to requests from a number of State Departments of Health, short courses in cardiac work and in the care of premature infants were presented to 10 State Health Officers from seven different states.

The research program in premature infants has yielded physiological, chemical, metabolic, bacteriological, nutritional, and clinical facts. Other studies include ones on renal function, behavior problems of children, phenomena of allergy, and hematology. The absorption of Vitamin A and the utilization of vitamin C are being pursued in a vitamin laboratory under the joint direction of the Department of Pediatrics and Public Health. Due to the relatively small departmental budget, this program of research has been dependent to a large measure upon outside support. If these additional resources were withdrawn, a substantial curtailment would be inevitable.

*Pharmacology:* At a recent meeting of the American Society of Pharmacology and Experimental Therapeutics in Boston, an informal conference on the teaching of pharmacology was conducted. The plan followed and developed at Cornell, including the conferences on therapy for the fourth year class, was presented there. Many believe that the teaching at Cornell is representative of a plan which, while difficult of accomplishment, promises most for the development of pharmacology in this country.

In the Twelfth Revision of the U. S. Pharmacopoeia, a cat-method, the essentials of which were developed in this laboratory, was made the official method of assay of digitalis. Furthermore, the work on ether conducted here for several years has been adopted and recognized in the twelfth revision. As a result of this method, the New York Hospital now saves about \$2000 on its anesthetic ether. During the past year approximately \$38,000 has been received from commercial organizations for the support of work in this department. The investigations include studies on digitalis and its assay in man and animals, bromides, marihuana, sulfonimide compounds, and xanthines.

This department has been under the direction of an acting head for the past six years and the professorship has not been filled. An active program has been carried on and the teaching has been conducted well. It is important that as soon as additional funds are available that its permanent organization be defined. At the present time its program of investigation is too dependent upon funds obtained from outside sources.

*Physiology:* The staff of this department has been seriously depleted by the demands of the war effort. Doctor William H. Chambers and Doctor James D. Hardy are in the military services and Doctor Carl M. Herget was commandeered for an urgent war problem at Harvard. It has been necessary for Doctor Eugene F. Du Bois to spend about half of his time in connection with his responsibilities as Chairman of the National Research Council Committee on Aviation Medicine. He has travelled over 30,000 miles in the last 18 months and has been obliged to pass on grants to many of the leading physiology laboratories in this country. Doctor Dayton J. Edwards has had a heavy load in his work as Associate Professor of Physiology and Assistant Dean of the College. However, it was possible to call on members of many other departments to assist with the teaching and they have contributed generously and enthusiastically, both in the lectures and the conduct of the laboratory work. For the coming year, two new additions to the staff has been made, Doctor Robert F. Pitts as Assistant Professor and Doctor Robert S. Alexander as Instructor. In addition, three temporary part-time appointments have been made for three members of other departments.

The research of the department has suffered on account of depletion of the staff. Papers have appeared which deal with temperature sensation and energy



metabolism. Experiments have been carried on dealing with vitamin requirements in rats. In place of the usual peacetime research, the department has been of considerable service in problems arising out of the war, all of them confidential.

We regret to report the passing of Mr. James Evenden who served the department for many years, first under the late Professor Lusk and later under Doctor William H. Chambers, as technician with the animal calorimeter. Those who knew him well remember his faithfulness, loyalty, kindness, and cheerful philosophy.

*Psychiatry:* The teaching in the course for medical students has not been changed. However, the administrative organization of the Payne Whitney Psychiatric Clinic has been altered to conform with that of the other clinical departments. A psychiatric in-patient service has been developed as a teaching service. These changes have not affected the admission of private patients. A sufficient number of low-paying and free-patients were admitted during the year. The appointment of Doctor A. C. Rennie to the position of Associate Professor of Psychiatry has been of great value during this period of administrative reorganization. The psychiatric student health service has been very satisfactory and has been utilized by the medical students.

Research in the department deals with a variety of problems: Physiologic and psychiatric studies in the presence of adrenalin and acetylcholine in blood; relationship of over-activity and rise in temperature and correlated chemical changes; vitamin excretion in depression and chronic alcoholism; metabolism of amino-acids and proteins in inanition and depression; metabolism and endocrine function in anorexia nervosa; metabolism in muscular diseases; psychosomatic studies (in the neurological laboratories); electroencephalographic studies in a variety of pathological conditions; influence of anxiety on learning and memory, particularly in the late-life period and cerebral arteriosclerosis; speech development and disorders; and various problems in child psychiatry.

The Commonwealth Fund has appropriated \$20,400 for the establishment of fellowships in Psychiatry at the Payne Whitney Psychiatric Clinic. For a number of years the Commonwealth Fund has contributed funds in partial support of the Pediatric-Psychiatric unit of the New York Hospital which has been developed to command a position of leadership. Other foundations are also supporting work in this field. The work of the Department of Psychiatry has been closely linked with that of other departments from the standpoint of teaching, care, and research. In the work in Child Psychiatry, the departments of Pediatrics and Psychiatry have worked together closely. In the field of Psychosomatic medicine, the division of Neurology and Metabolism in the Department of Medicine have cooperated with the Department of Psychiatry. Medical educators have followed this development with eager interest, and this past year the Dean of one of our outstanding medical schools came here specifically to study the organization. The type of young men who have applied and are applying for training both for the house staff and for fellowships indicates how well the standing of this department is regarded.

*Public Health and Preventive Medicine:* The teaching in the department was presented to students in the second, third, and fourth years along the lines previously described. Ten fourth-year students, who had been selected in their third year, served as family health advisers. Each one was assigned to a selected family in the Kips Bay-Yorkville district and followed it for a full year. Late in the year each student reported the results of his year's observation to his classmates and then there was discussion of the influence of social and economic factors upon illness. This, together with the fourth-year clinic in the preventive aspects of medical practice, will have to be discontinued in the new curriculum because this department has no time allotted for teaching in the last year. Because the accelerated schedule provides for no extended free periods in the summer months, it has also been necessary to abandon the third-year theses which have constituted a valuable part of the teaching.

The parasitological material was used as a nucleus around which was developed a four weeks course in tropical medicine for Naval Medical Officers. Laboratory work was supplemented by lectures that were given by various experts in different fields, who aided the department in presenting this course twice to an average



class of 20 officers. Surgeon General McIntire was pleased and the medical officers were enthusiastic. The department has been requested to repeat this course during the coming year.

Topics under investigation include a study of bacterial flora in the nasopharynx of premature infants, phagocytosis of the human tubercle bacillus, the incidence of new tuberculosis in the Home Relief population of the Kips Bay-Yorkville Health District, biology of trichina, role of diet in resistance to rat hookworm, distribution and endogenous utilization of vitamin A in rat tissues, health problems engendered by urban living among low-income groups, and the effect of sulfadiazine upon the nasopharyngeal flora in individuals with acute respiratory diseases.

*Radiology:* During recent years, the teaching time scheduled to the department has been reduced to the point where the staff has found it exceedingly difficult to carry on a well-coordinated teaching program. The head of this department, Doctor John R. Carty, has requested that, after the present war emergency has resolved, attention be directed to this problem. Additional personnel has been added to the department but the demands of the military forces have taken away a number of the staff members. Additional space has been allotted and a combined library seminar room has been provided for assembling and cataloguing teaching material. The researches of the department during this last year have dealt mainly with X-ray therapy in painful and inflammatory conditions.

*Surgery:* The teaching program was similar to that in operation in previous years. The program at Bellevue Hospital has been strengthened and the varied clinical material there was well presented to the undergraduate students. There has also been a close correlation between these two hospitals in graduate teaching, and the exchange of graduate students between the New York Hospital and the Second Surgical Division of Bellevue Hospital has been found to be a real contribution to our teaching program. A similar exchange of men with St. Luke's Hospital will be postponed until after the termination of the war.

In view of the changes in the curriculum adopted during the year, the undergraduate teaching program will benefit greatly. With blocks of uninterrupted time in the fourth year, out-patient and ward teaching will be combined with experience over a two-year period. There will be no artificial division between minor and major surgery and there will be more effective teaching at Bellevue and other affiliated hospitals.

The research in the departments of Surgery covers a variety of subjects, both on general surgery and the specialties of surgery. Due to the importance of the use of sulphonamide drugs in war surgery, a comprehensive study of these substances has been and is being carried on with respect to their beneficial effects in controlling infection and to their possible harmful effects upon the tissues and organs of subjects receiving them. The work on hypertension in animals has been continued. Further work in prothrombin has been done. Experimental work on gastric and duodenal ulcer, particularly with reference to the effect of various surgical procedures upon gastric secretion, has been active. Experimental work has been carried on in the fields of urologic surgery, shock, abdominal surgery, and neuro-surgery.

#### CURRICULUM

Changes in the curriculum in a medical college are generally made with the greatest of difficulty because where the distribution of time to one department may be improved, inevitably the work of another one may be discommoded. It requires a real spirit of give and take. The curriculum tends to become static and with the exception of adding on hours with encroachment on the free time of a student, little is done. Doctor Ladd wrote an effective criticism of our curriculum in his report of last year in which he called attention to the large number of required hours in the Cornell curriculum. With a small amount of free time, the student has little opportunity to assimilate and organize material coming from a large number of sources and tends toward emphasizing feats of memorization of didactically presented material. He made a plea for Cornell to lead in an attempt to change the tempo. However, we are limited in what changes can be made by certain features of the present method of examinations for medical licensure.

An exhaustive study was made by Dr. Heuer, Chairman, of the Curriculum Committee, and Dr. Edwards, and a report was presented in which certain recommendations were made during the summer months of last year. Although the total number of hours was not materially reduced in this proposal, the changes suggested provided for a complete alteration in the first quarter of the third year and for blocks of time devoted to various ones of the clinical departments.

This proposal was studied by the Curriculum Committee and various department heads were consulted and compromises worked out. The first year remains practically the same with the exception that some introductory work in Bacteriology is given in the third trimester. In the second year, work in Pathology is distributed over all three trimesters, Pharmacology, in the second and third trimesters and certain introductory courses in the clinical subjects have been inserted into the second and third trimesters. In the third year, the first quarter is eliminated and three trimesters are devoted one to medicine, one to surgery, and one to a combination of Obstetrics and Gynecology, Pediatrics, Psychiatry, and Public Health. The noon lectures are still retained. There are four quarters in the fourth year with blocks of time to Medicine, Obstetrics and Gynecology, Surgery, and a combination of Pediatrics, Psychiatry, and electives. The noon lectures are eliminated in the fourth year as well as the work in Public Health and Preventive Medicine. The curriculum has the advantage of the elimination of the first quarter of the third year where many introductory courses in the clinical departments were given and it provides for blocks of uninterrupted time to the various clinical departments to be used in a manner to be determined by each of them. Among the disadvantages might be enumerated that more clinical work is placed back in the second year, the Department of Public Health and Preventive Medicine loses its contact with fourth year students, and the total number of scheduled hours has not been materially reduced. After we return to our normal schedule at the close of the war, further study of this general problem will be indicated in the light of our experience with our present curriculum.

In response to the great need for more doctors for the military forces, and a plea for cooperation from the Association of American Medical Colleges, a recommendation was made by our Executive Faculty for consideration of the Board of Trustees that we operate on the accelerated schedule starting July 8. This was passed by the Board of Trustees in January, 1942. This provides for practically continuous medical training during the present emergency with four quarters (about 11 weeks each) of teaching each year, and with short vacation periods between each of them. Thus it will be possible to complete the usual course in three years. If it were not for the present emergency, we would not favor such a schedule because we believe that it will result in the deterioration in the quality of medical teaching, it will over-tax the financial and physical resources of the students, it will curtail the productive research of our faculty and students, it is questionable whether over a period of time there will be a sufficient number of qualified premedical students applying for admission, and it will be difficult to arrange for a one-year internship training with a class of students graduating every 9 months. Our faculty advocates returning to a normal four-year schedule as soon as possible after the war is over and the need for an increased output of physicians subsides.

#### THE WAR EFFORT IN RELATION TO THE COLLEGE

While students in many departments of our universities have been called up by the Selective Service and inducted into our military forces, those in pre-medical work and medical colleges have been permitted to continue in their preparation. This provision has been made in order to insure the supply of young doctors who are so badly needed. The Committee on Preparedness of the Association of American Medical Colleges has done much to make this possible. A student who has been accepted for admission in one of the Medical Colleges can apply for a commission in the Medical Administrative Corps Reserve. They are commissioned as Second Lieutenants (inactive) and are under the jurisdiction of the Surgeon General of the Army. They are eligible to call for duty for five years from the date of their commissions. After graduation and the completion of one year of

internship, they are eligible for commission in the Medical Corps Reserve.

Medical students may also apply for a commission in the Navy Reserve as Ensigns, Hospital Volunteer (Probationary) and are under the jurisdiction of the Surgeon General of the Navy. After graduation they may apply for commissions as Lieutenants (junior grade) in the Medical Corps Reserve of the Navy. Thus it is possible for our students to complete their medical course and have one year of internship, after which they are to be called into active duty. They are fortunate also to be able to finish their course in a shorter time under the accelerated schedule. However, the uniform provision for only 12 months internship will make it difficult to continue training under the residency system which exists in some of our hospitals. The trend will be to spend this time in rotating services or the straight services of Surgery and Medicine. Many of the specialties such as Pediatrics, Obstetrics and Gynecology, Ophthalmology, etc., will suffer under such a system unless it is possible to have a sufficient number of physicians who are ineligible for military service apply for these services.

Various recommendations have been made as to what medical colleges should do to emphasize those phases of medicine that are of most importance to a doctor serving in the military services. To quote Lt. Col. Philip B. Connolly, our Professor of Military Science and Tactics, "The Army considers that the regular medical instruction is ample for the Army's needs and therefore the Department of Military Science and Tactics is concerned solely with the adaptation of that knowledge to military purposes." However, there are certain parts of our instruction that are being amplified in anticipation of the needs of the military services. During the Spring, an elective course in First Aid was presented to our students. Various aspects of tropical medicine are being emphasized in our courses in Bacteriology, Public Health and Preventive Medicine, Medicine, and Surgery. A special course in Tropical Medicine has been organized for presentation to Naval Medical Officers and was presented twice during the last half of the academic year. Topics like fractures, burns, sanitation, anoxemia, poison gases, the physiology of high altitudes and dive bombing, compression and decompression, cardiovascular disease, etc., are being amplified in various ones of our departments.

A large number of materials essential to our teaching have become more difficult to obtain and costs have risen markedly with these. By government order, we are no longer permitted to sell new microscopes and it will be necessary for us to work out some scheme for renting them in another year. Certain restrictions are placed upon the sale of other instruments but so far we have been able to see to it that our students have been adequately equipped.

The allocation of man power, with placing of each individual in the position where he can serve best, has been one of the most difficult problems of the war effort. If we are to bend every effort to turn out more doctors, we should see to it that they are adequately trained. This requires a well-trained and experienced staff of teachers, particularly where an accelerated schedule is in effect. In order to provide for medical care for the civilian and military population and to continue medical education on a proper basis, the Procurement and Assignment Service was organized under the Office of Emergency Management and the direction of the Federal Security Administrator. This service is also concerned with dental and veterinary personnel. There is a Board of six which supervises the work of this service, and then there is an organization with chairmen over each army corps area and in turn state and county chairmen and committees. Each doctor in the United States has filled out a questionnaire which gives certain essential information which is being catalogued in Washington. We have been required to make up three different sets of forms in which each member of the staff of the medical college has been classified as "essential" or "available". Late in June of 1942, we were asked to make every physician 37 years or under available if at all possible. Numerous conferences have been held with the State Chairman and his associates and an agreement has been evolved. It has been necessary to reduce the residence staff above the rank of intern to about one half the normal number in all of our clinical departments. In our arrangements here, this group of our house staff does considerable teaching for both our undergraduates and graduate students. Furthermore, in some departments like Surgery and Obstetrics and Gynecology, they

carry a considerable portion of the load in the out-patient departments. However, by certain consolidations and rearrangements, we think that the teaching and care will be properly maintained. However, an important consequence of the necessity for making available more men is the reduction of the period of our post-graduate training through the residencies. During the past ten years, in our joint institution, our staff has developed a very thorough and complete postgraduate training that has varied from 4 to 5 years and even longer depending upon the service and to some extent upon the individual. These have been what are called straight services and have been highly sought after. Proof of the superiority of this kind of training is given by the caliber of the men who have developed here. Now it has been necessary to reduce the maximum period to three years and unless some special dispensations are given to permit men to continue beyond a one year's internship, our kind of residency system will be in jeopardy. When the present emergency is over, we look forward to the resumption of our previous system as soon as possible. We have been devoted to this type of thorough training, believe in it, and will do everything in our power to continue its development because it provides the best care of the patient and trains the highest type of physician. We are fortunate that in New York, the State Chairman, Doctor Henry Cave, and his associate, Doctor Joseph Clemmons, are thoroughly acquainted with this system and have been sympathetic with our problems and aims. Without their help and cooperation, we would have been helpless in maintaining a semblance of the system we believe in, not only for postgraduate but for undergraduate instruction.

#### GENERAL HOSPITAL NO. 9

Our hospital unit, General Hospital No. 9, was called to active duty on July 15, 1942. In addition to the nursing and non-professional personnel, the unit contains 55 doctors, 47 of whom are members of the medical college staff. Lieutenant Colonel Ralph F. Bowers, Associate Professor of Clinical Surgery, is chief of the surgical service and Lieutenant Colonel Bruce Webster, Assistant to the Dean and Assistant Professor of Clinical Medicine, is head of the medical service. This unit was organized over a year ago and contains a group of our most able young teachers and clinicians from the Cornell Medical College and New York Hospital staffs.

The Ninth General Hospital will be a 1000 bed military hospital and after a preliminary period will be assigned to a combat area in the theater of operations. This unit has the same number as designated the New York Hospital in France during World War I.

In cooperation with other medical colleges in New York City and in the State, we are participating in providing instruction in treatment of chemical warfare casualties to physicians in practice in this area. Doctor Robert B. McKittrick of the Department of Medicine and Doctor Earl P. Lasher, jr., of the Department of Surgery, went to Cincinnati to attend an intensive instructor's course on the Medical Aspects of Chemical Warfare, which was given at the University of Cincinnati College of Medicine. A course of instruction will be given in our institution and will be presented several times by members of our staff and will be given to our students.

#### COLLEGE MAINTENANCE

##### COMPARATIVE FIGURES FOR 1940-41 AND 1941-42

	1940-41	1941-42
Academic Budgets.....	\$ 736,699	\$ 744,234
Restricted Gifts.....	229,775*	241,727*
Special Fund for Research.....	47,582†	58,642†
Administration.....	122,397	120,277
Administration-Restricted Funds ..		10,140
Totals.....	\$1,136,423	\$1,175,020

\*Figures for 11 months only.

†Including unexpended balance from previous years.

Total number of orders placed.....	12,424	12,225
Total number of checks issued.....	11,465	10,747



The total amount available for all purposes increased by approximately \$40,000 over the previous year although the orders placed and checks issued decreased slightly.

There are two factors at work which will influence our outside support, i.e., the reduction in members of our staff and the increased teaching load. Support from foundations and outside sources will be naturally curtailed because of shortage of personnel to carry out special projects. With teaching during four quarters, our staff will no longer have time in the summer months to devote to their investigative work and our productivity will decline somewhat. We are carrying on certain phases of fundamental research wherever possible. Naturally, we do not want to obtain funds if there is any question as to being able to secure and maintain the personnel to prosecute the projects effectively.

We have had in the Medical College this past year four contracts with the United States Government awarded by the Office of Scientific Research and Development. These are of special significance in the war effort and cannot be described because of their confidential nature. Government funds support this work which is in some cases carried on under the supervision of our staff members by special investigators brought here for this purpose. In other instances the research interests of a department have been directed along certain lines with staff members doing the work with technical assistance provided from government funds. This coming year we anticipate that we will be asked to do even more of this type of investigation.

#### GENERAL MAINTENANCE†

The following services were supplied by the New York Hospital Engineering Department during 1941-42, with the previous year's quantities shown for comparison:

	1940-41	1941-42*
High Pressure Steam....	28,945,349 lbs.	27,143,170 lbs.
Low Pressure Steam.....	18,877,950 lbs.	19,724,640 lbs.
Electric Current.....	751,377 kw. hrs.	755,979 kw. hrs.
Brine Refrigeration.....	3,973 tons	4,276 tons
Gas (flat rate).....	757,404 cu. ft.	757,464 cu. ft.

\*Month of June estimated.

The above services cost approximately \$31,000.

The decrease of almost 2 million pounds in high pressure steam consumption is gratifying, as this one item is paid for on a cost basis. Due to the increased cost of oil and labor, the unit costs have increased slightly during the past year. We would normally expect an increased consumption due to the increased activity in the College buildings, but by close supervision and the replacement of defective traps with a superior type now available, we have been able to keep the consumption of high pressure steam to a minimum.

The physical plant is in good condition with the exception of painting. Present plans call for a complete repainting of interior areas in the summer of 1943. The cost for this work, amounting to approximately \$12,000, will have to be considered when budgets for 1943-44 are being compiled.

#### COMMITTEE ON COLLEGE DEVELOPMENT

For some time it has been apparent that a coordinated program of fund raising should be more productive of results than individual uncoordinated efforts. The appeals should be well-organized, formulated, and then placed before the proper representatives of interested foundations or possible donors in an effective manner. There should be planning as to what needs are greatest in the light of the development of our institution as a whole, in other words a system of priorities should be formulated.

We were fortunate in obtaining the services of Doctor Bruce Webster, Assistant Professor of Clinical Medicine, as Assistant to the Dean to be in charge of fund

†Portion of report presented by Mr. E. K. Taylor, Assistant Treasurer and Business Manager.



raising activities and to be Chairman of a Committee on College Development. In addition to Doctor Webster this committee was made up of three department heads, Mr. Neal D. Becker, a Trustee member of the Joint Administrative Board, the Acting Dean, and Mr. Murray Sargent, Administrator-in-Chief of the New York Hospital as an ex-officio member. Meetings were held during the year and a number of prospects and plans were talked over. Doctor Webster contacted the heads of important foundations and learned from them their individual estimates of the most effective methods of presentation of projects. Most of the appeals presented during the year passed through the Dean's Office as all of them should. Each department head prepared a list of the needs of his department in the order of urgency and this information was tabulated for the Committee. Doctor Webster worked in close collaboration with Mr. Calvin White, Assistant to the Administrator-in-Chief of the New York Hospital, who is in charge of the Department of Support Activities. The college has contributed to the budget of the latter department this past year. It is especially difficult to evaluate the effectiveness of this type of activity at the end of only one year. Approximately \$55,000 and an additional annual annuity of \$3000 can be attributed to these efforts. It is to be regretted that Doctor Webster could not continue on in this work but his departure with the Hospital Unit will delay his participation until a later date. We plan to continue the work of this committee. The Department of Support Activities has made possible and contributed to a number of important undertakings such as the publication of a booklet commemorating the 10th anniversary of our joint institution, the issues of the Alumni Quarterly, the appeal to the alumni for funds, and the Niles Fellowship appeal. By combining our support of this activity with that of the New York Hospital we have been able to work effectively in our appeals for funds.

Funds were raised during the year to pay for the painting of a portrait of the late Walter Lindsay Niles to be hung in the Medical College. We are appreciative of the work of Doctor Connie M. Guion and many others who generously donated their time to obtain these funds and to supervise the choice of the artist. A sum of \$33,500 and an annuity of \$3000 were obtained for the endowment of a Walter L. Niles Fellowship in the Department of Medicine. Furthermore, the Nu Sigma Nu medical fraternity has named its annual lectureship at Cornell in his honor.

A scholarship, to be known as the Charles Hyde and Eva Hyde Scholarship Fund has been provided through the generosity of Charles Hyde, M.D. Class of '10. This scholarship will be made available annually to a meritorious student who needs its assistance and who has completed one or more years of the regular medical course.

Mr. William Harding Jackson, President of the Society of the New York Hospital, is on active duty with the United States Army. His work is being carried on ably by Mr. Langdon P. Marvin as Vice-President, and we are endeavoring to cooperate in every possible manner to make the work of our joint institution most effective.

In addition to Mr. Jackson, five other members of the Board of Governors of the New York Hospital are in the service of the United States government.

#### COOPERATION WITH OUR ALUMNI

During the year, the staff of the College has enjoyed excellent cooperation from the Medical College Alumni. This was reflected at the Spring Day and annual banquet on April 16, 1942. The program at the college consisted of lectures by Doctor David Barr and Doctor William Dock and of demonstrations by students and faculty. An annual scholarship fund of \$300 has been provided by the Alumni Association. This was awarded for the coming year to Mr. Randall W. Briggs of the class of '45. For the first time, the alumni of the College have made contributions to the Annual Medical College Alumni Fund to the amount of about \$3000, unrestricted for support of the program of the College. It is gratifying that the percentage of the alumni body who have contributed is relatively high, in fact higher than in other colleges of the university. We are extremely grateful for this support and we look forward to doing all we can to justify this increased interest and confidence shown in us by our graduates.

This past year has been a difficult one at the Medical College. We have been without the leadership of Dean Ladd and suffered a severe loss when Walter L. Niles passed away. There have been disturbing problems relating to the war effort and loss of staff. The accelerated schedule has required planning and sacrifices to assume the increased teaching load. The increasing price levels have taxed certain portions of our budgets. It is a tribute to the tradition of our college and the loyalty of our staff and student body that we have been able to carry on our program in the spirit of team work and cooperation.

JOSEPH C. HINSEY,  
Dean of the Medical College.

## APPENDIX VI

### REPORT OF THE DEAN OF THE NEW YORK STATE VETERINARY COLLEGE

*To the President of the University:*

SIR: I have the honor to report herewith on the work of the New York State Veterinary College for the fiscal year 1941-42.

This institution, like all others of its kind, has been affected by the state of war into which our nation was precipitated last December. The uncertainties of the last six months of the college year were hardly conducive to the best type of work. Many of the students found themselves in low draft classifications, and for a time it appeared that many of them might be drafted for military service before the end of the year. As it turned out, not a single student was drafted and only one withdrew to enter the service as a volunteer.

The drafting of veterinary students was prevented by recommendations from National Selective Service Headquarters to local draft boards issued in May 1941, and in January 1942. These called attention to the over-all shortage of veterinarians in the country for civilian as well as for military needs, pointed out the necessity of maintaining an adequate animal disease control service, and advised the boards to grant deferred classifications to students in approved veterinary schools. In April 1942 an order was issued by the Adjutant-General permitting the commissioning of students in these colleges as Second Lieutenants, Medical Administrative Corps, Army of the United States. Under this order practically all veterinary students have entered the military organization and have been relieved of the anxieties which they had as registrants of draft boards. These commissions are effective so long as the students remain in good standing in their schools and until three months after the date of their graduation. If the graduates have not, at that time, entered the military organization in some capacity, they must register with one of the draft boards.

With the desire to contribute to the war effort by increasing the supply of available veterinarians and also, it should be admitted, as a result of pressure from local draft boards, the faculty in February voted to recommend to the Board of Trustees of the University that the College be operated, for the duration of the war, on a full time, three-semester-a-year basis beginning in June 1942. The faculty volunteered its services for the extra work without expectation of extra compensation. The plan was approved and as a result a new collegiate year was begun on June 1. A full semester's work will be given this summer—the work of the regular fall term. During the fall, the work ordinarily given in the spring term will be offered. A new class matriculated in June and another will be admitted next January. The fourth-year class which expected to graduate in June 1943 will be graduated in January, and the Class of 1944 will be graduated in September 1943, about ten months ahead of the old-time schedule. The net result of this plan

is that work which formerly was given in three years will be completed in two, and students will ordinarily be able to complete the entire curriculum in  $2\frac{3}{4}$  years instead of four years. The accelerated schedule has sacrificed nothing but vacation periods. The almost continuous teaching schedule will be very trying for students and faculty alike, no doubt, but all concerned are imbued with a wartime spirit of sacrifice and will willingly continue the plan so long as it appears necessary and desirable that it be done. We all hope, of course, that this will not be for more than one or two years.

#### THE FACULTY

At the end of the present collegiate year, Dr. Denny Hammond Udall, Professor of Medicine, Head of the Department of Medicine, and Superintendent of the Ambulatory Clinic, retired under the age rule of the University. Doctor Udall has had a long and distinguished career as a teacher, clinician, research worker, and writer on veterinary subjects in this institution and it was with great regret that his colleagues viewed his retirement. He will continue to maintain an office in the College, however, thus his advice, based upon a long and rich experience, will continue to be available to the college staff. He expects to devote his time to writing and to extramural professional activities.

Dr. Myron G. Fincher, who long has served in the Department of Medicine as Professor of Obstetrics, was promoted by the Trustees to the position vacated by Doctor Udall. Doctor Fincher well merits this promotion. It was enthusiastically received by his colleagues on the faculty, by the alumni of the college, and by the profession as a whole.

Dr. Stephen J. Roberts, who has been Assistant Professor of Obstetrics and Assistant Director of the Clinics in the Veterinary Division of Kansas State College for the last three years, was elected Assistant Professor of Medicine in June and will begin his duties this summer. Four minor vacancies in the staff were created by resignation in three instances and death in another.

The fifth edition of the *Physiology of Domestic Animals* by Dr. H. H. Dukes, Professor of Physiology, appeared in February. This textbook has been exceedingly well received. It is the standard text in veterinary physiology in the veterinary colleges of all English-speaking countries.

Dr. W. A. Hagan has written a textbook entitled *The Infectious Diseases of Domestic Animals, with special reference to Etiology, Diagnosis, and Biologic Therapy*, which is in press and is expected to be published next fall.

Several members of the staff have devoted considerable time during the year to matters which concern the national war effort. Some of these are confidential and may not be discussed. Dr. R. R. Birch and Dr. W. A. Hagan were appointed to positions connected with the work of the Procurement and Assignment Service, which is an agency of the national government to which has been assigned the task of marshalling the medical, dental, and veterinary professions of the country for war service. These services have required a considerable amount of time of the persons concerned.

At the winter meeting of the Cornell Veterinary Alumni Association an oil portrait of Prof. Howard J. Milks, executed by Prof. Olaf Brauner, was presented to the University. This is the seventh of the faculty portraits donated by the alumni of the college and it now hangs with the others in the reading room of the Flower Veterinary Library.

#### ADMISSIONS

When it was decided in February that the college would adopt an accelerated program and that a new class would be matriculated in June rather than in September as usual, it was necessary to accelerate the work of the Committee on Admissions. The final date for accepting applications was advanced from June 1 to May 1, and the reading of applications and the interviewing of candidates was done about two months earlier than usual. A total of 322 fully qualified applicants was considered and of these, forty were accepted. As in the past it was necessary to refuse admission to many whom we would have been glad to accept had there been places for them, and the usual criticisms have been received from many

disappointed candidates. The prospect for the unsuccessful candidates is brighter this year than in the past, however, since many of them undoubtedly will be successful next January when we do not expect to have such a large excess of applications as we have had for some years in the past. Very few persons who were not qualified in June will complete their requirements before the end of the present year, hence it is expected that the greater part of the applicants for the next class will be those who failed to obtain entrance in June.

#### LABORATORY AND CLINICAL SERVICES

Final reports of the amount of work done by the several diagnostic laboratories operated by the College have not been completed but it appears that the work done will not vary greatly in amount from that done in recent years. It was expected that there would be a sharp falling off in the clinical accessions as a result of the gasoline and rubber shortage but there has been little evidence of it as yet. It is quite certain, however, that there will be such a shrinkage during the coming year. Small pet animals and many large animals are brought to the clinics, sometimes from considerable distances, and lack of transportation facilities is bound to affect this source of material. It is not believed that the shrinkage will have any serious effects upon our teaching work. It is even possible that the effect will be favorable in some respects since the clinical staff have been rather hard-pushed to handle all of the material in the past, and a little more leisure will make it possible to deal with individual cases more thoroughly than in recent years.

#### RESEARCH WORK

Research programs of many institutions have been recast and reoriented to bring them more directly in line with the national war effort. In the case of the program of this College this has not been necessary except in minor details. The great contribution of veterinary medicine to the war effort, as we see it, is to reduce losses from animal diseases and thus to increase animal efficiency for food production. Our pre-war effort was directed to this end, hence we had only to increase our efforts in the same direction. This is being done. The largest source of human food of animal origin in this country is the dairy cows. The greatest losses to dairymen are from two diseases, mastitis and Bang's disease. We have long-time research programs on both of these diseases. It has become evident as the tuberculosis-eradication program has progressed in the United States that many cattle are being condemned as tuberculous, through inaccuracies in the tuberculin test. A research program on this matter has been initiated during the past year in cooperation with the State Department of Agriculture and Markets. New York is one of the great poultry-raising states of the country, and the eggs and meat derived from this industry are of great significance to the proper nutrition of our people and to those of our wartime allies. Parasitisms and tumor-formation represent the greatest sources of losses in this industry, and we have comprehensive research projects on both of these subjects. Sheep-raising has become of more than ordinary importance because of the increased needs of the nation for wool and meat. The greatest source of loss in sheep husbandry is the worm parasitisms on which research work has been under way for several years, and which is being continued. We are doing little work on the diseases of horses and of swine. Swine are of great importance as a wartime source of food, but New York is not an important swine-raising state and it is thought that disease problems in this species had best be left to the states where the industry is far more important than here. Our personnel and facilities are limited and it is believed that greater contributions can be made by concentrating on problems which are immediately at hand rather than by attempting to cover the entire field.

#### PHYSICAL FACILITIES

The physical facilities of the College now are reasonably adequate except for the work of the Department of Physiology, and for certain parts of the clinics. It is not to be expected that material improvements can be made so long as the war



lasts but when it is over and the State embarks on its new public-works programs as a means of relieving unemployment, it is hoped that improvements can be made. The largest of these is the long-planned rebuilding of the front portion of James Law Hall. The clinical buildings are in fairly good repair but alterations to better adapt them to modern clinical practice are needed. New kennels are needed in the Small Animal Clinic and the entire interior of this building should be re-planned. This building was designed when the clinics were very small. The accommodations for the work which now must be done there are poor. They do not permit of good hospital practice and they are very poor examples to students. Our X-ray equipment is inadequate. For use on large animals the necessary equipment is very large and expensive, and for proper protection of the operators especially designed rooms are needed. These can be provided only by major interior alterations.

#### BUDGET REQUESTS

Budget allowances for some years have been inadequate to accomplish many of the purposes which we would like to carry out. These have been enumerated and explained in previous reports and will not be repeated here since there is no prospect that they can be relieved by increased maintenance appropriations before the end of the war. Of great help, even within the limits of present appropriations, would be the abolition of the "line-item" form of the State budget which would free the administrative officers from numerous annoying, unnecessary, and uneconomical restrictions.

W. A. HAGAN,  
Dean of the Veterinary College.

### APPENDIX VII

#### REPORT OF THE NEW YORK STATE COLLEGE OF AGRICULTURE AND OF THE CORNELL UNIVERSITY AGRICULTURAL EXPERIMENT STATION

*To the President of the University:*

SIR: I have the honor to submit the report of the New York State College of Agriculture and of the Cornell University Agricultural Experiment Station for the fiscal year 1941-42.

#### THE COLLEGE AND THE WAR

All departments in the College of Agriculture were placed upon a wartime basis immediately after the entrance of the United States into the present conflict. Many of the wartime activities, especially in the fields of research and extension, were initiated months before the declaration of war.

The research program of the Experiment Station has been reviewed and re-organized so that those projects of most direct importance to the production, distribution, and marketing of foods may be expedited. Many projects have been discontinued temporarily, and others have been placed upon a bare maintenance basis for the duration. New projects dealing with war-emergency problems are started as the occasion arises. The staff and the facilities of the Station are being maintained on a flexible basis to assure prompt action and quick results.

The Extension Service has shifted rapidly to wartime activities, and its entire personnel is now engaged in aiding the farmers of the State to produce the immense quantities of food required by the Nation and its allies. In spite of severe shortages of labor, supplies, and equipment, it is very probable that agriculture will meet the production goals assigned for this year.



With farm labor at a premium, the Faculty of the College has established a winter term starting on November 16, 1942, and ending on March 13, 1943. The course is of regular college grade, and it is hoped that farm boys needed at home during the growing season will thus be enabled to continue their education during the winter months when farm work is not so pressing. The subjects to be offered include farm management; dairy-cattle management; agronomy, including soils and field crops; farm mechanics; farm shop; and oral and written expression.

Except in unusual instances, all sabbatic leaves have been cancelled until the end of the war. Several members of the Faculty are serving in the armed forces, and others with special training have been released temporarily for work in the war industries. Others are serving on important state and national wartime committees and in the civilian-defense forces.

#### RESEARCH

Agricultural research is playing a vital role in the war effort of New York farmers. The farm labor situation is acute; transportation problems are difficult; farm machinery and strategic farm supplies are short in many instances. These are but a few of the problems confronting farmers. The following brief statements of specific results will serve to illustrate how the Experiment Station is serving in the present emergency. A more complete report covering these activities is contained in the annual reports of the State Colleges of Agriculture and Home Economics to the Governor and the Legislature of the State.

The Secretary of Agriculture has called for increased production of dairy products. Studies on seasonal costs and returns in milk production have shown that low-cost production was obtained chiefly by the efficient use of man labor and by moderately high rates of milk production per cow. The rates of grain feeding, amount and quality of roughage, and size of cow were important factors in the rate of milk production. Both economical roughage production and high labor efficiency are significant in helping dairymen in New York State meet the increasing interregional competition in dairying. Continued use of these data relating to costs and returns in producing milk has been made in the administration of prices in the federal-state milk-marketing orders in the New York Metropolitan market and in the state orders in the Rochester and Buffalo markets. As a result, increased price stability in these markets has encouraged increased milk production to meet the national goal for food production.

When the outbreak of war in the Pacific placed a limit on the rubber supply and necessitated consideration of measures to conserve tires, the present system of delivering milk to retail customers demanded attention. Data were already at hand to show how costs of delivering milk could be reduced and how tires used on milk-delivery vehicles could be made to last longer. It was shown that a system of alternate day deliveries would save 38 per cent in time and 37 per cent in truck mileage. The War Production Board, the Office of Defense Transportation, and many milk dealers have shown particular interest in these results.

The quantity and quality of forage produced in the pastures and meadows of New York dairy farms are of great importance in meeting the production goals. Work with alfalfa indicates that the productive life of this crop may be seriously shortened by inadequate potash fertilization. Boron deficiencies were also found to be rather prevalent in certain sections of the State. Methods have been perfected for readily diagnosing severe cases of boron and potash deficiencies by an examination of the foliage of the alfalfa plants. Research with two newer perennial legumes, Ladino clover and birdsfoot trefoil, has progressed rapidly and there is no longer any question but that these plants are destined to play an important role in the future of New York agriculture.

Considerable attention is being given throughout the country to improving the diets of workers in the war industries. The problem is being approached from the standpoint of improving the usual diet both by better food selection and by having workers take vitamin concentrates. Basic data to guide these attempts are being obtained from diet and lifespan studies with rats. Additional research with other animals promises to be useful in guiding the design of rations for men such as those who are stranded in life boats with limited rations for long periods of time.

The fact that the Japanese now control those territories from which 98 per cent of our rubber was imported, has brought the country to a critical state in respect to automotive transportation. While a large-scale development of the production of synthetic rubber is in progress, no method has as yet been developed to produce good tires solely from synthetic rubber. There is, therefore, an urgent desire on the part of the rubber industry to find natural resources of rubber as substitutes for Hevea. Investigations on native and other plants as sources of rubber are now under way. A rapid microchemical method has been developed that enables one to determine the absence or presence of rubber in plant tissues in approximately three minutes. Improvements have also been made in other techniques involving the determination of the quantity and quality of rubber in plants. A great many species of plants are being studied throughout the growing season, for rubber content.

The seed-corn maggot, *Hylemyia cilicrura*, causes serious pre-emergence injury to beans. Beans were planted early in several central and western New York counties to permit observations on the development of the maggots. As a result of this work, a safe planting date was forecast for beans for the period June 5 to 10. With the exception of minor local variations, the forecast proved accurate and saved many farmers severe losses from this pest in a year that was favorable for the maggots.

Farmers are faced with shortages of certain fungicides and insecticides needed for the control of several diseases and pests of important food crops. The research staffs in the departments of Plant Pathology and Entomology are seeking substitutes for those materials that are now short or likely to be short next season. Excellent progress is being made in this search, and it is probable that farmers will have satisfactory substitutes for those fungicides and insecticides which are not available because of other war needs.

The two-to-three-million-dollar onion crop of New York State would be virtually a failure were it not for the excellent control of onion smut annually afforded by the application of a dilute solution of formaldehyde along with the seed. War needs, however, have reduced the availability of formaldehyde for agricultural purposes. Recently, a liquid substitute for formaldehyde has been found; this can be used in the same equipment and is less disagreeable to handle. Thus, the danger of a shortage of formaldehyde has been made less critical as a result of research conducted during the past two growing seasons. Further work with the new liquid is in progress to see how far it may be employed as a substitute for formaldehyde in the treatment of potatoes, cereals, and other crops.

Faced with probable shortages of fertilizers, improved methods for more economical use of supplies of plant foods are of great importance in the present national emergency. Recent research has shown that the chemical composition of apple leaves sampled in midsummer is an indication of the supply of available nutrients in the soil. Such information is also helpful in estimating the fertilizer needs of orchards. Thus, by analyzing the composition of leaves, mineral deficiencies or excesses can be predicted and available fertilizers thereby used more efficiently.

A fine example of the value of fundamental research to agriculture is the work done on milk and milk products during the past few years. Dried milk, a common component of poultry rations, is no longer available, because of other war needs. An intensive study of dried milk for poultry feeds, however, had shown that its chief value was in its riboflavin content, which is essential for growth and hatchability. Other sources of riboflavin have been found, and poultrymen can substitute these for the dried milk in rations with no adverse effects upon results. The availability of this information when needed has been worth many thousands of dollars to the poultry industry during the past year.

In one of the large truck-crop areas of the State, farmers complained of poor growth, especially with Romaine lettuce, beets, Swiss chard, spinach, and snap beans. From the character of the chlorosis affecting these crops, it appeared that the trouble was due to a deficiency of some minor element. A few experiments soon determined that the trouble was caused by lack of available manganese. Spraying the plants with manganese sulfate resulted in marked improvement in a

week. Applying manganese sulfate in dried form also corrected the trouble and was considered the more practicable procedure. As a result of this discovery, the vegetable growers in the area affected were enabled to meet the national demand for more vegetables of improved quality.

#### EXTENSION TEACHING

The State Extension Service was well prepared to adjust itself promptly to the needs of a war economy. State and county agricultural defense committees, established in June, 1940, by the State Conference Board of Farm Organizations in cooperation with the Director of Extension, were ready for service when the need came. Through these committees and the established rural leadership, farm people in New York were already reasonably well informed on the major national problems and especially on the part that agriculture would have to play as the nation moved rapidly into an "all-out" war effort.

Farmers were just emerging from a decade of unfavorable conditions. Standards of living had been depressed, farm plants were generally in a bad state of repair, and the debt and tax load was heavy. The improvement in rural economic conditions that began in 1939 was largely offset by rapidly rising costs of production. At the present time earnings of factory workers in the State are approximately three times as high as the 1910-14 level; farm wages are twice as high, and prices of New York farm products are only about one-half higher than those for the base period.

Calls from the United States Department of Agriculture for increased production of milk, milk products, eggs, tomatoes, beans, and some other foods, came early in 1941. Farmers made reasonable response. Later in the year (September 1941) definite goals were named and certain price guarantees offered. The price supports did not, however, furnish much inducement in this State, and farmers had the serious problem of how to obtain the desired increases in the face of soaring labor costs, shortage of competent labor, transportation difficulties, and increasing scarcity of supplies and commodities such as chemical fertilizers and spray materials, marketing packages of various kinds, and machinery and repair parts.

Early in the calendar year, the Director of Extension made some important moves to streamline the extension organization by assigning certain responsibilities for war-emergency programs to individuals or to small committees. Those persons comprised the "Extension Wartime Council," which meets each week to coordinate all phases of extension activity in the Colleges of Agriculture and Home Economics.

To supplement the normal county extension organization and to focus attention on war problems, specially selected groups of rural persons were appointed in each county with responsibilities paralleling those of the college committees. Later, 17,000 "Minutemen" were appointed and charged specifically with the prompt relaying of urgent advice and with reporting special neighborhood problems.

The first major task assigned to the State Extension Service by the federal Secretary of Agriculture, to implement the "Food for Freedom" program, was to train county leaders and committeemen. These leaders were asked to make a complete farm to farm canvass, to explain the need for increased food production and suggest possible adjustments. Immediately following this were two series of county-wide meetings with leading dairymen and with leading poultrymen, bringing them the latest and best available information on feeding, on herd and flock management, and on feed-production practices that would enable them to increase production at the lowest cost. Dairymen in many sections of the State were short of hay for winter feeding as a result of another drought during the summer of 1941. In the same areas pastures had been overgrazed. An important item in the Extension Service program was to advise farmers how best to meet those handicaps.

The combination of transportation difficulties and shortage of farm labor in the face of stepped-up production plans called for changed teaching methods.

Personal contacts were fewer and were confined to the most urgent subjects. Use of radio was enlarged and improved. Circular letters, the press, agricultural magazines, and similar channels were more fully utilized. Bulletins, which have always been a valuable extension-teaching aid, were issued in greatly abbreviated form in a new series of four-to-eight-page leaflets of the "how to-do-it" type, called *war emergency bulletins*. They have been widely distributed. For example, the first two, "Suggestions for Increasing Milk Production" and "Suggestions for Increasing Egg Production" were placed in the hands of all farmers by the committeemen who made the farm-to-farm canvass last autumn.

Early, clear evidence pointed to farm labor as New York farm problem number one. It continues to hold first rank. Hence, in all extension programs, emphasis was placed on adjustments, procedures, and practices designed to increase the efficiency of labor and of machinery. All of the standard extension-teaching methods were employed to drive home the major importance of putting all farm machinery in good repair without delay, and of holding competent year-round labor by paying higher wages and furnishing improved living conditions. A canvass of labor-saving gadgets and short-cut practices was made and widely circulated. The State Defense Council appropriated \$80,000 for the employment of fourteen district engineers fully equipped with trucks and repair kits to stimulate overhauling of farm machinery and early ordering of parts. Machinery manufacturers and dealers cooperated fully. Under the direction of college engineering specialists and under the local direction of county agents, this supplementary staff held repair clinics in every county and in many small communities during the winter and early spring. Results were clearly evident. Implement dealers reported a greatly accelerated sale of repair parts and were enthusiastic in their estimates of the effectiveness of the program.

Successes in all of these undertakings have outnumbered failures by a comfortable margin. In many instances New York has had a job well under way before the need became apparent on a national scale. An outstanding accomplishment of New York dairymen is the largest percentage increases of milk in the country, in spite of starting from a comparatively high level and with sharply increased costs and labor shortages. Other production goals were also rather generally met. However, if volume is to be maintained or still further increased, price adjustments to cover rising costs will have to be made.

In addition to the major objective of increasing the production of foods needed for the national war effort, lend-lease requirements, and similar needs, the Extension Service has carried major responsibility for numerous urgent, incidental jobs such as explaining to farm people President Roosevelt's 7-point program for controlling the cost of living, rural fire protection, and many others in which responsibility and leadership was carried jointly by Agriculture and Home Economics. Farm people have been promptly advised concerning priorities, rationing, shortages, transportation regulations, income taxes, and a host of war-emergency measures that affected them and about which there was much misunderstanding.

At no time in the past has the Extension Service been more fully conscious and appreciative of the value of the sound research work that forms the foundation of extension programs in this State. Furthermore, in this national emergency, many members of the research staff in the Colleges of Agriculture and Home Economics have served most effectively on policy- and program-making committees and in supplementing the hard-pressed extension staff in conducting field work where thorough and speedy coverage was essential.

#### APPROPRIATIONS

The state appropriations for the fiscal year 1941-42, as compared with those for 1940-41, show a net increase of \$12,280 in the personal-service items and a net decrease of \$670 in the funds for maintenance and operation. This cut in the maintenance items in addition to cuts imposed during the past several years, together with the rapid rise in prices of equipment, supplies, and materials, creates a serious problem in continuing the various activities in the College and the Experiment Station.



The Legislature passed bills providing new appropriations for the construction and maintenance of an experimental turkey plant, for improvements in the poultry plant, for the development by breeding of important vegetable varieties adapted to New York State conditions, and for investigation of the Japanese beetle and other insect pests affecting ornamental plants. Because of the financial condition of the State, however, the Governor did not approve these measures.

Additional funds were appropriated to meet deficiencies in accessory instruction, in fuel, light, power, and water, in workmen's compensation, and in farm and home bureaus.

The federal appropriations for teaching, research, and extension are similar in amount to those for 1940-41, with the exception of the Bankhead-Jones, Smith-Lever, and Capper-Ketcham funds. Because of a redistribution of funds on the basis of the 1940 national census, the Bankhead-Jones appropriation for research is increased by \$4181.92, the Bankhead-Jones appropriation for teaching is decreased by \$30.67, and the Bankhead-Jones appropriation for extension is decreased by \$5862.35. There are increases of \$8282.19 in the Smith-Lever funds, and \$1029.08 in the Capper-Ketcham funds. The former allotment of \$13,500 of federal funds allocated by the Bureau of Agricultural Economics of the United States Department of Agriculture for land-use planning in New York State, is cut to \$4425.

#### THE COLLEGE STAFF

The following appointments and changes were made after those previously reported as going into effect on July 1, 1941. George Harold Rea, Extension Assistant Professor of Apiculture, retired from active duty on March 31, 1942, after twenty-one years of service. Ralph Sheldon Hosmer, Professor of Forestry, retired on June 30, 1942, after twenty-eight years of service as head of the Department of Forestry, to become Professor Emeritus. George Nieman Lauman became Professor Emeritus upon his retirement on June 30, 1942. Professor Lauman was Professor of Rural Economy. Resignations during the year include those of Ralph W. Cummings, Associate Professor of Soil Technology and Soil Technologist in the Experiment Station, and L. Pearl Gardner, Assistant Professor of Rural Education.

Effective July 1, 1942, Professor Arthur B. Recknagel succeeds Professor Ralph S. Hosmer as Head of the Department of Forestry. After serving as Acting Head of the Department of Poultry Husbandry since July 1, 1940, Professor Jacob H. Bruckner becomes Head of that Department on July 1, 1942. Effective July 1, 1942, Dr. C. E. F. Guterman, Assistant Director of the Experiment Station and Professor of Plant Pathology, becomes Director of Research and Director of the Experiment Station. Effective September 1, 1942, Dr. A. J. Heinicke, Professor of Pomology and Head of the Department, will assume the Directorship of the New York State Agricultural Experiment Station at Geneva. Dr. Heinicke will also have a special responsibility for the coordination of the pomology work at the two Stations.

With the appointment of Sarah Gibson Blanding as Dean of the New York State College of Home Economics, the title of Dr. Carl E. Ladd now becomes Dean of the New York State College of Agriculture and Professor of Agricultural Economics, effective July 1, 1942.

Additional appointments were made as follows: Effective May 1, 1942, D. Leo Hayes was appointed Assistant County Agent Leader; Robert Q. Parks was appointed Assistant Professor of Soil Science in the Department of Agronomy, effective April 1, 1942; and Elton J. Dyce will become Extension Assistant Professor of Apiculture on July 1, 1942. During the past year four associate professors were promoted to full professors, eight assistant professors were promoted to associate professors, and one instructor was promoted to the rank of assistant professor.

Death removed from the Faculty Allan Cameron Fraser, Professor of Plant Breeding and Geneticist in the Experiment Station; Karl M. Wiegand, Professor of Botany, Emeritus; and Leo A. Muckle, Professor in Extension Service and Assistant County Agent Leader. The College has suffered a severe loss through the passing of these men.



## THE STUDENT BODY

A further decline in attendance at the College, following a slight drop in enrollment in 1940-41, took place in 1941-42. This was anticipated, and it would not have been surprising if the shortage of labor on farms, the increasing demand for men to work in industry at good wages, and the flow of recruits into the armed services had resulted in a greater decrease. The most serious declines were in graduate students, the summer session, and the winter course. A decrease of slightly more than 8 per cent in four-year students is not considered large under the existing circumstances. A graduate-student enrollment 16 per cent below the previous year and 25 per cent below 1939-40 suggests that a shortage of trained workers in the agricultural sciences is likely to develop within the next few years. The serious drop in winter-course students resulted in the discontinuance of this course by the Faculty for the time being. In the summer session the drop in students was 27 per cent and made up more than one-half of the total decrease in the college enrollment.

	1940-41	1941-42
Four-year students:		
Freshmen.....	377	330
Sophomores.....	329	303
Juniors.....	325	318
Seniors.....	293	263
Total.....	1,324	1,214
Special students.....	32	54
Two-year students:		
General farming.....	87	73
Dairy farming.....	55	49
General livestock farming.....	19	16
Poultry farming.....	18	17
Fruit-growing.....	4	7
Vegetable-growing.....	4	3
Marketing of fruits and vegetables.....	5	10
Commercial floriculture.....	6	8
Nursery landscape service.....	14	7
Total.....	212	190
Winter-course students:		
Agriculture (general).....	39	35
Dairy industry.....	35	9
Poultry husbandry.....	13	5
Flower-growing.....	9	...
Fruit-growing.....	5	...
Vegetable crops.....	2	...
Total.....	103	49
Graduate students.....	439	367
Summer-session students.....	1,038	758
Total.....	3,148	2,632
Less number counted twice.....	109	92
	3,039	2,540

CARL E. LADD,

Dean of the New York State College of Agriculture  
and Director of the Experiment Stations.

## APPENDIX VIII

REPORT OF THE NEW YORK STATE AGRICULTURAL  
EXPERIMENT STATION AT GENEVA

*To the President of the University:*

SIR: I have the honor to submit to you the report of the New York State Experiment Station for the fiscal year 1941-42.

In view of national war needs and the desirability of some thought on problems of post-war settlement, as a part of the war program, much attention has been given by the staff to the role that the Station should play in this emergency.

The list of research projects has been carefully studied from the standpoint of the kind and extent of the most useful service that could be rendered. Also, a balanced program, providing for national demands and the preservation of essential research and correlative activities sought by the agriculture of the State, was formulated.

Because of the stress on food-production goals by the Federal Government, particularly for large increases in certain vegetables, and in consideration of the fact that the canning-crops investigation is one of our projects, a great responsibility rested upon those departments engaged in vegetable studies for the development of plans for effective participation in this enterprise. Most of the active projects had as their object methods of increasing yields and improving the quality of vegetables for canning, quick-freezing, dehydration, and "fresh-marketing." During the growing season, the greater part of the energies and time of the Divisions of Vegetable Crops, Entomology, and Plant Pathology was devoted to helping growers in the selection and use of fertilizers, as well as of insecticides and fungicides to control injurious insects and diseases. Also, the Division of Chemistry devoted most of its efforts to the improvement of processing techniques and methods of food preservation, particularly dehydration of vegetables stressed in the war program.

In view of the increasing interest in the nutritive value of foods, especially fruits and vegetables, much attention has been given to the determination of the vitamin content of New York State fruits and vegetables, and to the effects of various processes of preservation, such as cool storage, freezing, canning, and dehydration, on the vitamin content of the products. Also, means of preventing losses of vitamins C and A that occur during preservation of the foods were considered.

Current research efforts that show significant advance are as follows:

The development of a new organic seed treatment for vegetables, tetrachloro-para-benzoquinone (Spergon). Because of its superior qualities for treatment of pea seed, this has largely replaced the red-copper-oxide-graphite, and organic mercury compounds. During 1942, from 60 to 80 per cent of the seed sown in New York was treated with this chemical.

The successful use of a new organic material, ferric dimethyl-dithio-carbamate (Fermate), as a substitute for sulfur and copper; this is particularly effective against cedar rust fungi.

Determination of accurate measurements for the evaluation of petroleum-oil sprays based on chemical compounds. Specifications for desirable grades have been established and were adopted by fruit growers generally in this State in their purchases of spray oils in 1942.

Identification of the hydrocarbon structural characters responsible for the toxic properties of oils. This finding has opened up the possibility of developing new and more efficient insecticides from certain groups of hydrocarbon compounds.

Discovery of further use for oil in the control of the European corn-ear worm on sweet corn. This development represents a great improvement over previously available methods.

Basic studies of the preservation of vegetable juices have indicated that if the less-acid juices, such as carrot and celery juices, are blended with more acid

juices, such as rhubarb and sauerkraut juices, the product can be preserved by flash pasteurization at moderate temperatures, thus eliminating the objectionable changes in flavor that occur as a result of the customary higher temperatures.

#### APPROPRIATIONS FOR NEW RESEARCH

New funds were appropriated by the Legislature as follows: the Breed bill, providing \$5000 for the European corn borer and corn-ear worm research; the Washburn bill, designating \$10,000 for fruit diversification research and control of the oriental fruit moth; and the Warner bill, appropriating \$5000 for more intensive work on the development of new and improved uses of milk and dairy products.

#### STAFF CHANGES

In spite of the exceptional circumstances of the past year, the research staff in the higher classifications has remained intact. The changes that have occurred are noted as follows:

##### *Appointments:*

Elizabeth Bernath, Assistant in Research (Entomology), July 1, 1941. William Stepka, Assistant in Research (Pomology), July 1, 1941. William Walter, Assistant in Research (Bacteriology), October 1, 1941. Paul Fisher, Assistant in Research (Dairying), September 15, 1941. Donald Denniston, Assistant in Research (Dairying), September 15, 1941. Arnold H. Sparrow, Assistant in Research (Pomology), October 1, 1941. Eleanor Warren, Stenographer (Plant Pathology), October 1, 1941. James C. Moyer, Assistant in Research (Chemistry), October 15, 1941. Myrtle E. Curtis, Stenographer (Entomology), January 1, 1942. Joseph D. Loconti, Assistant in Research (Chemistry), February 9, 1942. Fred W. Tanner, Assistant in Research (Chemistry), February 1, 1942. Thressa E. Campbell, Assistant in Research (Bacteriology), March 1, 1942. James L. Brann, Jr., Assistant in Research (Entomology), March 16, 1942. Ellsworth H. Wheeler, Acting Associate in Research (Entomology), March 16, 1942. Roger Johnson, Assistant in Research (Entomology), May 5, 1942 (temporary). Arthur Pava, Assistant in Research (Entomology), May 15, 1942 (temporary). Dorothy E. Carson, Stenographer, Mailing Division, June 8, 1942.

##### *Changes in Appointment Due to Military Service:*

Edward H. Smith, promoted to Associate in Research (Entomology), December 16, 1941. Seaton C. Mendall, from Associate to Assistant in Research (Entomology), December 16, 1941. Leroy Everson and Bette Cullinan, Assistants in Research (Seed Investigations) were returned to positions originally held before temporary promotions were granted during military leave of Stewart R. Patrick, November 16, 1941.

##### *Resignations:*

Harry W. Block, Associate in Research (Chemistry), August 16, 1941. William Haynes, Assistant in Research (Bacteriology), September 30, 1941. William Stepka, Assistant in Research (Pomology), September 30, 1941. Pauline I. Porter, Stenographer (Plant Pathology), September 30, 1941. Robert Sumner, Assistant in Research (Chemistry), September 30, 1941. Lena G. Curtis, Stenographer (Entomology), retired December 31, 1941. Katharine Wheeler, Assistant in Research (Chemistry), December 31, 1941. William G. Walter, Assistant in Research (Bacteriology), February 28, 1942. Oscar H. Hammer, Assistant in Research (Entomology), March 15, 1942. Marian S. Brundage, Stenographer (Mailing Division), May 31, 1942.

##### *Sabbatic Leaves:*

Richard Wellington, Chief of Research (Pomology), from October 1, 1941 to March 31, 1942. Harold B. Tukey, Chief in Research (Pomology), from October

1, 1941 to March 31, 1942. Robert S. Breed, Chief in Research (Bacteriology), from November 1, 1941 to April 30, 1942.

#### WAR SERVICE AND DEFENSE ACTIVITIES

Derrill M. Daniel, Associate in Research (Entomology), Major 1st Battalion, 26th Infantry, Camp Blanding, Florida. Edward H. Smith, Associate in Research (Entomology), Lieutenant, 39th Training Battalion, Camp Croft, South Carolina. Stewart R. Patrick, Assistant in Research (Seed Investigations), Lieutenant, Infantry Replacement Center, Camp Wheeler, Georgia; Captain, January 7, 1942. Resumed work at the Experiment Station on November 8, 1941. Dominic Serrett, Corporal, Headquarters, Hqs. and Sq., 328 A. B. Gp., Geiger Field, Spokane, Washington. Leon Tyler, Private, Co. C, 15th Battalion, A. F. R. T. C., Fort Knox, Kentucky. Michael J. Serrett, Private, 301 S. S. Flight 248 Air Corps, Technical School, Keesler Field, Mississippi. William Sullivan, Private, Co. A, 88th Engineers Battalion, Camp Beauregard, Louisiana. Roy Bergstresser, Private, Co. B, 3rd Brigade, A. F. R. T. C., Fort Knox, Kentucky. Donald K. Tressler, Chief in Research (Chemistry), Member of the Committee on Fats, Vegetables, and Fruits, National Research Council, member of a Sub-committee of the Nutrition Division of the Office of Defense Health and Welfare Services. Zoltan I. Kertesz, Chief in Research (Chemistry), to develop a process for large scale production of pectin for the government, Defense Plant Facility work of the United States Department of Agriculture, at Duneden, Florida. Percival J. Parrott, Director, Geneva City War Council. Dwight C. Carpenter, Chief in Research (Dairy Chemistry), Geneva City War Council. Harold B. Tukey, Chief in Research (Pomology), Advisory Board No. 518, Selective Service System, Geneva, New York. Willard F. Crosier, Associate in Research (Seed Investigations), Co. K, New York Guard, Geneva, N. Y. LeRoy Everson, Assistant in Research (Seed Investigations), Co. K, New York Guard, Geneva, N. Y. Hermann O. Jahn, Head Gardener, Co. K, New York Guard, Geneva, N. Y.

#### FELLOWSHIPS, INVESTIGATORSHIPS, AND GRANTS

Grants-in-aid, Investigatorships, and Fellowships number 32, an increase of 5 research projects over the previous year. The extension of activities and enlarged support are significant as well as gratifying. The inspiration for these efforts has its origin in the promise of a number of the Station's research projects, certain aspects of which were deemed of such importance to both agriculture and industry as to justify amplification and added support.

#### COOPERATIVE WORK

Thirty-five cooperative projects between the Station and the United States Department of Agriculture, the New York State Department of Agriculture, the State College of Agriculture, and the New York Botanical Gardens are under way. These deal with the physico-chemical properties of casein, chemistry and manufacture of cheese, pasteurization of milk for cheese-making, suitability of peas for canning and freezing, fertilizer placement, biological control of oriental fruit moth and the Japanese beetle, distribution and control of the European chafer, fungicidal properties of new chemical compounds, development of new fungicides, fruit breeding, seedling grapes, orchard covers, re-establishment and maintenance of vineyards on hilly lands, surface-ripened cheese, toxin producing organisms in dairy and other food products, legume inoculation, sauerkraut, seed testing, the nutritive value of dehydrated vegetables, and dandelion rubber from a Russian rubber-bearing variety known as Kok-saghyz.

CARL E. LADD,  
Dean of the New York State College of Agriculture  
and Director of the Experiment Stations.

P. J. PARROTT,  
Director of the New York State Agricultural  
Experiment Station.

## APPENDIX IX

REPORT OF THE DEAN OF THE  
NEW YORK STATE COLLEGE OF HOME ECONOMICS

*To the President of the University:*

SIR: We have the honor to submit the Annual Report of the New York State College of Home Economics for the fiscal year 1941-42.

In the normal progression of the life of the college, activities were affected by two important and far-reaching events. The first had to do with the assumption of duties by a new director; the second pertained to measures necessary to meet the requirements of the war effort. In the first instance, that the college was able to adjust to a new administration without too great strain attests to the excellent foundation provided by its former director. In the second instance, the successful adaptation and prosecution of a vigorous and positive program to attain national objectives is a tribute to the vision, intelligence, and devotion of the members of the college staff.

To review the history of the College of Home Economics is in a small way to follow the increasing recognition of women in the educational world during the past forty years. With the encouragement of two members from the staff of the College of Agriculture and under the inspired leadership of Martha Van Rensselaer, one of America's great women, a Reading Course for Farmers' Wives was established in 1900 at Cornell. In 1903-04, three courses relating to home and family life were offered for college credit by the College of Agriculture. By the fall of 1907, the single Reading Course had developed into a Department of Home Economics within the College of Agriculture. But still the place of women on college faculties was not assured. In 1911, however, the faculty of Cornell University took the following action:

"Voted that the University Faculty, while not favoring in general the appointment of women to professorships, interpose no objection to their appointment in the Department of Home Economics in the College of Agriculture."

In 1919, the trustees designated this department as the School of Home Economics, and in 1925, by act of the legislature, it became the New York State College of Home Economics.

Under the organization then set up, the Dean of the College of Agriculture became also the Dean of the College of Home Economics, and the two persons, Martha Van Rensselaer and Flora Rose, whose efforts were chiefly responsible for the growth and development of this new enterprise in women's education, were made co-directors. This form of organization has been followed until the present year when the Board of Trustees elected Sarah Gibson Blanding as the first woman Dean of the College of Home Economics. Miss Blanding will assume the duties of Dean on July 1, 1942.

We should be remiss if in entering this new phase of its development we failed to recognize the debt which the College of Home Economics owes to the College of Agriculture. Since its beginning the life of this college has been intimately associated with that of the older college. In the early days when home economics was struggling for a foothold, it was the College of Agriculture that housed it, nourished it, and encouraged it to extend its operations. In its later days the administration and faculty of the College of Agriculture have, without exception, given to the College of Home Economics their loyal cooperation and active support.

We wish also here to assert our belief that the important function of the State Colleges in the life of the State and the Nation can be achieved only by the closest and most understanding cooperation. In furtherance of this belief, the Dean of the College of Agriculture has been made chairman of the recently created Council for the State Colleges.



## THE COLLEGE AND THE WAR

In the fall of 1940, long before most colleges recognized the need for emphasis on the defense program, the College of Home Economics established a Defense Committee, which functioned actively and effectively in acquainting students with immediate problems, in giving them opportunities for perfecting needed skills, by publishing timely and important bulletins, and by collecting data on graduates of the college who were in a position to volunteer their services to the defense effort. With this experience, it was not surprising, therefore, that when the time came for a major push the college was well prepared to advance without the fumbling and birth pangs that are so likely to accompany a new enterprise.

Home economics, in all of its ramifications—foods and nutrition, child care, the conservation and preservation of materials, mass feeding, the up-keep and care of equipment—is so closely allied with basic defense that its importance in the national effort was immediately recognized by persons outside of the profession. Almost overnight the calls for the services of the college doubled, tripled, quadrupled.

## DEPARTMENT OF HOTEL ADMINISTRATION

To the Department of Hotel Administration came increasing recognition from the Army and Navy that here is a strong source of supply for men trained to deal with problems that have much to do with the effectiveness of the fighting forces. The hotel student is thoroughly trained in the selection, purchase, storage, preparation, and service of food; accounting; business promotion; personnel management; and maintenance engineering. He also develops the qualities of leadership desired in the army officer and the navy officer.

Among the calls received by the department for assistance have been requests for men to run base facilities at airfields; to take charge of the equipment and the operation of bases used in ferrying planes to the Near East and the Far East; to help with the feeding and housing of large groups of munitions workers; as well as for men to officer the quartermasters corps and the naval supply corps.

No drastic changes were made in courses because the curriculum offered as preparation for dealing with food and shelter problems is already as nearly complete as the size of the staff and the facilities permit. But a new course, *Military Personnel*, was offered for the last semester, in which 144 students were enrolled.

Acceleration of the hotel course, in the usual sense, is not possible, since this department has always operated on a twelve-months basis, with the three summer months used for required supervised practice in the industry, and since procurement officers of the Army and Navy have indicated their appreciation of the value of this experience. The shortened spring semester, however, makes it possible for a large number of students to finish their practice in two summers rather than in three. Further, the department has selected a program of courses that may be compassed in two school years, upon the completion of which the department will award a certificate. Credit in all these courses will count toward the bachelor's degree, so that when students are able to continue their education, they may be graduated in two additional years.

## EXTENSION TEACHING

In the light of the national emergency, the staff of the College of Home Economics at once began to analyze the content of all their undergraduate and graduate courses, to determine how best to vitalize the subject matter so that it would be of immediate value and use to the students. Simultaneously, hundreds of requests for assistance in meeting problems to which home economics had some answer poured in from individuals, war councils, and organizations. In the early months of the academic year, the regular members of the staff worked assiduously on these problems.

It soon became apparent that the requests for services were outrunning any thing that the staff of the college could possibly meet. So important were these requests considered that in February the State War Council made a supplementary grant of \$30,000 to the college, with which to employ additional per-

sonnel and to supply funds for publications, equipment, communications, and travel. While not relieving the pressure on the permanent staff in any degree, the additional funds have helped to meet the needs of the people in the State, particularly in urban and industrial centers where previously, except in the cities of Syracuse, Rochester, and Buffalo, the Extension Service had not been actively engaged.

The chief objective of the Extension staff during these trying months has been that of helping to win the war on the home front. In part, the success of the program is evinced by the growth of both adult and 4-H Club memberships. The latest figures include 41,794 members in Home Bureaus and 35,469 members in 4-H Clubs. Despite higher taxes and the war demands on public budgets, county appropriations this year have totaled \$197,172 for adult work in support of 1142 community home bureaus in 42 counties and 3 cities; and \$208,030 in support of 51 county 4-H Club agents and programs. It should be explained that both in the appropriations for the 4-H Club program and in the 4-H Club membership figures, men agents and boys are included. The College of Home Economics contributes to the total 4-H Club program. The work of the agents, the projects for boys, and those for girls are so closely associated in home and community programs that it is difficult to separate the strictly agricultural from the home-economics influences. Only for statistical summaries is this necessary. For example, to tag the home vegetable garden as only "agricultural" would be to lose sight of the hundreds of 4-H Club girls officially enrolled in homemaking projects who help to raise the family food supply by following practices recommended by the Extension Service. Likewise, scores of boys engaged in agricultural projects help their mothers and sisters to can and store the garden surplus.

In March, under the leadership of the Director of Extension, a War Council composed of representatives from the Colleges of Agriculture and Home Economics was established to direct and coordinate the program of the Extension Service during the war period. One of the most important activities of this council has been the organization of Minute Men, a generic term including 17,000 women, through whom may flow to and from the State Colleges authorized information about programs on the victory garden, food preparation and conservation, mass feeding, good living on the farm, nutrition, salvage, machinery, and equipment. The War Council has also directed the publication and dissemination of timely, short, vivid leaflets known as *war emergency bulletins*. Those with which the College of Home Economics has been chiefly concerned include:

Eat Less Sugar  
Victory Garden Series No. 5  
Safe Use and Care of a Pressure Cooker  
A Mobile Kitchen  
Eat Well to Work Well  
War Time Food Reserves at Home  
Wise Use and Care of an Electric Refrigerator  
Preparation for Blackouts

#### COOPERATION WITH OTHER STATE AGENCIES

Two members of the staff have been granted leaves of absence to work in programs directly connected with the war effort. One of these is now Director of Regions 2 and 3 of the Nutrition Division, United States Office of Defense, Health, and Welfare Services; the other is Executive Secretary of the New York State Nutrition Committee.

From time to time members of the staff have been loaned for varying periods to the Office of Civilian Mobilization; in particular, the Editor in Charge of Publications and Information Service helped the Director of the Office of Civilian Mobilization to set up her publicity program. In this capacity the editor worked closely with the Chairman of the Defense Information Center of the State War Council in planning and executing the distribution of news concerning volunteer civilian participation in war efforts, principally through the media of newspapers,

magazines, house organs, pamphlets, radio broadcasts, and posters. An assistant state leader has been working with the Office of Civilian Mobilization on the development of ten discussion outlines for neighborhood meetings. The purposes of the course, entitled *Fighting the War at Home*, are to reach every home with essential information about the state and the national war program, and to foster a spirit of neighborliness through discussions of common problems. The information was supplied by the various divisions of the State War Council, the New York State College of Home Economics, and the State Departments of Health and Education.

Many members of the staff are serving on important national and state committees which are working directly in the war effort.

#### RESEARCH

In a period of national emergency, the importance of continuing with research is easily apparent, and the findings become increasingly valuable. During the year 1941-42, many research projects were conducted in the College of Home Economics. A complete report of research is given in the annual report of the College, submitted to the Governor and to the Legislature. The following partial list of projects, some of which have been completed, and some of which are still in progress, serves to indicate the ways in which through its research the college is aiding in the solution of homemaking problems and of the problems growing out of the war effort: the effect of quantity cooking on the nutritive value and palatability of certain fresh and dehydrated vegetables with reference to the vitamin C, riboflavin, and thiamin content; the effect of preparation and dehydration on the palatability and on the ascorbic acid, carotene, and thiamin content of certain vegetables; the effect of storage temperatures and methods of packaging on the palatability and vitamin content of dehydrated vegetables; ways of using dehydrated vegetables effectively; the influence of ascorbic acid and citrates on the mineral retention of preschool children; vitamin C metabolism and the requirements of different age groups; methods of detection of early signs of vitamin C deficiency; the quality of potatoes and economy in their selection for institutions; the quality of New York State fruits and vegetables; an inexpensive mobile kitchen; a study of household tasks in relation to the worker and the equipment; a determination of practical methods for the use of the homemaker in selecting soaps and other water softeners; a study of credit bureaus from the consumer point of view; a test of the application of work units in home-management research; consumer practices in buying canned foods labeled in various ways; the relative economy of nutrients in the serving of some commonly used foods; the wearing qualities of women's and children's wool, silk, rayon and cotton clothing fabrics; a cooperative project with the Federal Security Administration on rural housing; a study of a group of nursery school children to ascertain the incidence of pin-worm infection; I. Q. variations occurring in Cornell nursery-school children; a study of the changes observed by a home visitor in the food habits of five families living on limited food budgets; new problems homemakers are facing because of the war; the attitudes of 364 college juniors and seniors towards courtship and marriage; psychosomatic relations in the sex cycle of women; the development of a leadership training series for family relationships; suggestions for adapting homemaking offerings in high school to meet the personal and social adjustment of girls; the organization and early functioning of a co-operative program-planning committee for homemaking education.

It is also important to test continually college policies, teaching methods, and results as they affect undergraduate students. During the year 1941-42, the following studies were completed: a study of students entering the college in the classes of 1939, 1940, and 1941, who left without receiving their degrees, and causes influencing student mortality in the class of 1941; evaluation of the course *Orientalism 100*. In addition, the following studies are in progress: aptitudes for the curriculum in home economics; a study of the class of 1942 after graduation; various aspects of precollege orientation and the admissions procedure.

## APPROPRIATIONS

The state appropriations for the fiscal year 1941-42 show a net increase over the budget for the fiscal year 1940-41 of approximately \$2530.92. Of this amount, \$1750 was for increases in personal-service items, and \$640 was for increases in the maintenance items. Owing to the cuts imposed during the past several years, the problem of providing adequate maintenance for the resident teaching, extension teaching, and research activities in the College remains acute.

Additional funds were appropriated by the Legislature to meet deficiencies in accessory instruction.

The federal appropriations for teaching, research, and extension were similar in amount to those for 1940-41.

## THE STAFF OF THE COLLEGE

Exclusive of the Department of Hotel Administration and the members of the administrative staff paid jointly by the College of Home Economics and the College of Agriculture, the College of Home Economics employed, during the year 1941-42, a total of 194 persons, some of them for part-time service. Calculated as full-time employees, this number becomes 163. Divided according to major functions, this full-time number is distributed as follows: resident administration,  $7\frac{1}{2}$ ; resident teaching, 52; research,  $17\frac{1}{2}$ ; extension administration, 7; extension teaching,  $25\frac{3}{4}$ , 2 of which are War Council workers; clerical,  $39\frac{1}{2}$ ; care of building,  $13\frac{3}{4}$ . These figures include members of the staff on leave of absence.

In addition to the resident staff the college employs a field staff of 42 county home demonstration agents, and 3 urban home demonstration agents, cooperatively with the United States Office of Cooperative Extension and the county home bureau organizations for extension service. Also, 3 urban assistant home demonstration agents and 13 county assistant home demonstration agents on federal appointments are employed cooperatively by the College and by the county organizations on county funds. Two urban agents and 6 agents-at-large are employed on War Council and federal funds assigned to the College for extension work.

During the year the Department of Hotel Administration employed, excluding staff members paid jointly by the College of Home Economics and the College of Agriculture, a total of 39 persons. Calculated as full-time employees, this number becomes  $24\frac{1}{2}$ . Divided according to major functions, this full-time number is distributed as follows: administration, 1; teaching,  $18\frac{1}{2}$ ; clerical, 4; care of building, 1.

Appointments made during the year were: Sarah Gibson Blanding, director; Mrs. Emily Allen, research assistant; Mildred Boggs, research assistant; Constance Booth, home demonstration agent-at-large; Mrs. Florence Burger, laboratory assistant; Louise G. Campbell, home demonstration agent-at-large; Agnes Carlin, assistant; Ruth Cook, assistant; Kathleen Cutlar, assistant; Elizabeth Feldmeier, research assistant; Mrs. Margaret Florea, research assistant; Mrs. Grace E. Foster, instructor; Gertrude Henry, extension instructor; Margaret Hockin, assistant; M. Virginia Jones, assistant; Frank Kaplan, research assistant; Margaret Killen, instructor; Mrs. Laura Markham, home demonstration agent-at-large; Mrs. Jeanette McCay, extension instructor; Edith McComb, assistant; Betty-Sue McCready, research assistant; Cora Miller, instructor; Sarah Neblett, instructor; Muriel June Nickerson, research assistant; Marietta Nyman, assistant; Elizabeth Olesen, instructor; Margaret Isabel Patterson, research assistant; Dorothy Proud, extension instructor; Mrs. Jeannette Powell, extension instructor; Mrs. Inez Prudent, extension instructor; Dawn Rochow, home demonstration agent-at-large; Lois Ross, assistant; Elizabeth L. Schmeck, assistant; Doris Strong, assistant; Elinor Shaw Whelan, research assistant; Mrs. Marjorie Wilde, research assistant; Kathryn M. Wolfe, instructor.

Changes in title and promotions during the year were: Mary F. Henry, from professor and acting director of the college to professor and assistant director of the college; Ann Aiken, from research assistant to instructor; Ellen Bek, from



assistant to part-time instructor; Muriel Brasie, from extension assistant professor to extension associate professor; Mrs. Alyene Brown, from clerk to assistant secretary; Olga Brucher, from assistant professor to associate professor; Alice Burgoin, from assistant professor to associate professor and assistant manager of the cafeteria; Mildred Carney, from extension assistant professor to extension associate professor; Ella Cushman, from assistant professor to associate professor; Jean Failing, from instructor to assistant professor; Faith Fenton, from assistant professor to associate professor; Milicent Hathaway, from instructor to assistant professor; Grace Henderson, from instructor to assistant professor; Eunice Heywood, from home demonstration agent-at-large to assistant state leader; Mrs. Helen Hofer, from assistant state leader to associate professor in extension service and assistant state leader; Mrs. Ellen Watson, from assistant to instructor; Alma Wigle, from assistant manager of cafeteria to accountant; G. Dorothy Williams, from extension assistant professor to extension assistant professor and executive secretary, New York State Nutrition Committee; Florence E. Wright, from extension assistant professor to extension associate professor; Orrilla Wright, from assistant state leader to associate professor in extension service and assistant state leader.

Resignations during the year were: Ellen Bek, part-time instructor, June 30, 1942; Olive Chadeayne, instructor, June 30, 1942; Donald Dunklee, instructor, April 15, 1942; Mrs. Pauline Fuller, assistant professor, June 30, 1942; Mrs. Alida Hotchkiss, assistant professor, June 30, 1942; Mrs. Barbara Kennedy, part-time instructor, June 30, 1942; Frances Kimble, assistant manager of cafeteria, June 30, 1942; Margaret Maxwell, instructor, June 30, 1942; Margaret Mercer, assistant professor, June 30, 1942; Sarah Neblett, instructor, June 30, 1942; Mrs. Cornella Packer, extension instructor, June 30, 1942; Mrs. Jeannette Powell, extension instructor, June 30, 1942; Mrs. Ruth Henderson Smith, extension instructor, June 30, 1942; Eleanor Thomas, placement secretary, June 30, 1942; Mrs. Ellen Watson, part-time instructor, June 30, 1942; Kathryn M. Wolfe, instructor, June 30, 1942.

The retirement of Mrs. Harriet B. Stocking, extension secretary became effective June 30, 1942.

Leave of absence was granted during the year to: Lorna Barber, March 1, 1942 to July 1, 1943, for war work; Ella Cushman, first term (sabbatic); Mrs. Dora Erway, second term (sabbatic); Faith Fenton, second term (sabbatic); Mrs. Barbara Barber Kennedy, March 1, 1942 to June 30, 1942; Helen Monsch, first term (sabbatic); Mrs. Lemo Dennis Rockwood, first term (sabbatic); Mrs. Lucille Williamson, second term (sabbatic).

#### THE STUDENT BODY

The pressure on the college for admission, both to its freshman and upper classes continues to be great. Many well-prepared and fine young women must be refused entrance because of lack of teaching personnel and because laboratory space is at a premium. The enrollment for the year 1941-42 was as follows:

Freshmen.....	144
Sophomores.....	133
Juniors.....	113
Seniors.....	112
	<hr/>
Special students.....	502
	10
	<hr/>
Graduate students.....	512
Summer-school students.....	54
	196
	<hr/>
	762
Less number counted twice.....	12
	<hr/>
	750



The enrollment of students in hotel administration was as follows:

Freshmen.....	83
Sophomores.....	79
Juniors.....	66
Seniors.....	54
	<hr/>
Special students.....	282
Summer-school students.....	2
	118
	<hr/>
	402

CARL E. LADD,  
Dean, New York State College of Home Economics.

SARAH GIBSON BLANDING,  
Director, New York State College of Home Economics.

## APPENDIX X

### REPORT OF THE DEAN OF THE COLLEGE OF ARCHITECTURE

*To the President of the University:*

SIR: I have the honor to present the report of the College of Architecture for the academic year 1941-42.

#### ENROLLMENT

The activities of the College have very naturally been seriously affected by the war. This is reflected in a lowering of the total registration of the College at the end of the first semester. The College opened in September with a total registration of 142 students, 44 being members of the entering class. The second term began with a total registration of 123 students. During the year the College gained 2 new students and lost 38 students as follows: 15 by graduation, 4 entered war construction or war industries, 4 entered the Army or Navy Air Forces, 2 transferred to other colleges, 4 were drafted, 3 enlisted, 1 was commissioned in the Coast Guard, and 5 were dropped. Of the 15 graduates, 8 were commissioned ensigns in the United States Navy and 1 was commissioned a second lieutenant in the Field Artillery of the United States Army upon graduation; 3 other men entered war industries or construction. Three of the graduates were women of the Department of Fine Arts.

The curtailment by the Federal Government of all private construction work not directly related to the war has been reflected in all colleges of architecture. While it is true that many architects are making important contributions to the governmental war program, the status of the profession during these times is such that a much smaller number of young men have been stimulated to enter or to pursue this professional field of endeavor. Examples may be cited where certain architects have made important contributions in the construction of military and naval camps, factories, and the like, but the large majority of architects have found it necessary to search for other means of support outside of the field of their profession or else to remain idle. There is no question but that the complete curtailment of all private building, not directly related to the war, has discouraged many young men entering upon or even continuing the study of architecture.

## PRESIDENT'S REPORT

## SUMMER TERM

In order to make it possible for students to complete their requirements for the degree earlier than normally obtains, the Faculty on January 13 decided to hold a full fifteen-week term during the summer months of 1942, beginning June 1 and ending September 12. Nine separate courses were scheduled to be offered in the College, and 50 students enrolled for this extra term.

## FACULTY

Two new appointments were made to the Faculty, effective from the beginning of the first term. Mr. John M. Sitton was appointed Assistant Professor of Fine Arts. Mr. Sitton is a graduate of the Yale School of Fine Arts with the degree of Bachelor of Fine Arts in 1929, and won the Fellowship in Painting of the American Academy in Rome that same year. He has won several competitions for mural paintings and has had teaching experience at Columbia and New York Universities. Mr. Robert P. Lang was appointed Instructor in Fine Arts and Librarian in the College of Architecture. Mr. Lang received his Bachelor of Arts degree in 1933 and Master of Arts degree in 1934 from the University of California. He graduated from the Columbia University School of Library Service in 1935, followed by service with the Library at Oberlin College where he also pursued post-graduate work in the History of Fine Arts.

By action of the Trustees, Mr. Charles H. Warner, jr. was promoted from Instructor of Architecture to Assistant Professor of Architecture, effective July 1, 1942. During the year Mr. Warner won the Eighth Schermerhorn Traveling Fellowship as a result of a competition held among the graduates of the School of Architecture at Columbia University. This Fellowship has a value of \$1,500. Assistant Professor James Owen Mahoney, of the Department of Fine Arts, was commissioned a second lieutenant in the United States Army Air Corps and has been on active duty since May 15, 1942.

## EDUCATIONAL PROGRAM

The Faculty approved offering courses in Industrial Design in order to give the students a general knowledge of the special problems in this increasingly important field. The importance of the aesthetic factors in design related to the products of commerce and industry has developed to the point where there is need for considering the broad underlying principles involved in shaping the machines and the implements used in our daily lives. Professor Sitton has offered, for the first time, a course in the Methods and Materials of the Art of Painting. This is primarily for students majoring in the Fine Arts in the College of Arts and Sciences and for candidates for the degree of Bachelor of Fine Arts (Teacher Training).

Upon recommendation of the Graduate School, the Trustees approved of the degree of Master in Regional Planning after recommendation by the Department of Regional and City Planning of this College. This degree is offered to qualified students in the Graduate School who have majored in one of the subjects related to planning, including architecture, landscape architecture, engineering, economics, sociology, geography, or government. Those who have had substantial academic work in planning as undergraduates, equivalent to the courses offered in the Department of Regional and City Planning, may ordinarily earn the Master's degree in one year. For those who have not had this preparation, two years will be required for the degree.

Upon the suggestion of the Faculty of this College the Graduate School changed the requirements for the degree of Master in Landscape Architecture. It is now offered to those students who have received the degrees of Bachelor of Architecture or Bachelor of Civil Engineering. This change in the policy of the College with respect to the degree of Master in Landscape Architecture seemed necessary in view of the desirability of having those who practice the profession of landscape architecture registered as either architects or engineers in view of the fact that there are no registration laws for landscape architects. The College has developed a curriculum whereby a student may receive the degree of Bachelor of Architecture after five years, and the degree of Master in Landscape Archi-

ture with one additional year. The importance of the landscape architect in public work is becoming of increasing importance and the approach to proficiency in this profession is through a basic training in architecture or in engineering. It is desirable to have the courses in landscape architecture go along with those in architecture or civil engineering, rather than to complete the study of architecture or engineering before taking up the study of landscape architecture.

The College of Arts and Sciences offers a major in fine arts leading to the degree of Bachelor of Arts. In this connection the College of Architecture cooperates by offering the courses in the graphic and the plastic arts. An increasing number of students of the College of Arts and Sciences have registered for courses in drawing and painting in the College of Architecture.

During the year Mr. Edward D. Stone, architect of New York, spent one week in residence at the College as a visiting critic. In October the College was host to Mr. R. H. Shreve, Cornell, '02, President of the American Institute of Architects. The College was also host to Miss Malvina Hoffman, sculptress, who lectured at the University during the period of the exhibition of her sculpture at Willard Straight Hall.

#### COUNCIL OF THE COLLEGE OF ARCHITECTURE

Professor Hubert E. Baxter was re-elected to the Council of the College of Architecture to serve a three-year term succeeding himself. The Trustees re-elected to the Council Mr. Paul A. Schoellkopf and Mr. R. H. Shreve for terms of three years to succeed themselves, beginning January 1, 1942. Mr. Shreve, '02, of the architectural firm of Shreve, Lamb, and Harmon of New York, was elected President of the American Institute of Architects at the annual meeting in June, 1941, and re-elected to serve for a second term held in June, 1942. The other members of the Council are Mr. F. Ellis Jackson, '00, architect of Providence, Rhode Island, Trustee T. I. S. Boak, '14 M.E., of New Haven, Connecticut, Professor H. E. Baxter and Professor A. D. Seymour, Faculty members, and the Dean, ex-officio.

#### ORGANIZATION OF THE ALUMNI

In June, 1940, the Alumni of the College was organized at a meeting held in White Hall during the reunion week-end. Mr. George Bain Cummings '12, Architect of Binghamton, was elected President and has been re-elected to continue in that office in June, 1941, and again in June, 1942. Mr. Cummings and his associate officers of the Alumni Association of the College of Architecture have organized the alumni into 45 districts with a chairman in each. This is an effective way in which to keep the graduates informed and affords a means whereby prospective students may learn about the College. I wish to take this opportunity to express the thanks of the Faculty to Mr. Cummings and the other officers and district chairmen for valuable services rendered to the College of Architecture.

#### LIBRARY

Important physical changes were made in the Library in order better to adapt it for use of the College. On the recommendation of the Librarian, a Cataloguer was authorized for appointment as of July 1, 1942.

#### NEEDS OF THE COLLEGE

The outstanding needs of the College of Architecture remain the same as enumerated in previous reports, namely endowments for professorships, for scholarships for upperclassmen, for fellowships for graduate students, particularly in the fields of architecture and in regional and city planning, and for the architectural library. There is an increasingly large number of talented and deserving students who are unable to continue their education unless it is possible for them to obtain financial assistance.

GILMORE D. CLARKE,  
Dean of the College of Architecture.

## APPENDIX XI

## REPORT OF THE DEAN OF THE COLLEGE OF ENGINEERING

*To the President of the University:*

SIR: I have the honor to present herewith a report upon the work of the College of Engineering for the academic year 1941-42.

All Schools of the College have been intensively engaged in training programs necessary to the national war effort. The need for engineers in industries and in the armed forces far exceeds the supply. The standard engineering courses have had to be greatly supplemented by specialized courses to train persons in specific tasks. In this latter work, the Engineering, Science, and Management Defense Training program of the United States Office of Education, was conducted as a part of the work of the College. The normal four- and five-year programs have been supplemented by accelerated curricula, covering the same ground in three and four years by the addition of a full term during the summer.

## ENROLLMENT

The following table gives the first-term enrollment for the four Schools of the College for the first term of each of the past six years; also the freshman enrollment for the same periods.

<i>First Term</i>						
<i>School</i>	<i>1936</i>	<i>1937</i>	<i>1938</i>	<i>1939</i>	<i>1940</i>	<i>1941</i>
C. E.....	155	162	177	189	214	227
E. E.....	183	187	191	195	202	193
M. E.....	457	502	555	613	663	760
Chem. E.....	8	158*	191**	242	277	337
	803	1009	1114	1239	1356	1517

*Freshman Registration*

<i>First Term</i>					
<i>1936</i>	<i>1937</i>	<i>1938</i>	<i>1939</i>	<i>1940</i>	<i>1941</i>
263	348*	421**	440	471	560

\*Includes dual registration in Arts and in Engineering for B.Chem. students.

\*\*First year of full registration in School of Chemical Engineering.

## ACCELERATED PROGRAM

In order to make it possible for those who could arrange to do so to speed up their engineering training, the Faculty of the College introduced a full summer term running from June 1 to September 12, making available to sophomores, juniors, and in some schools, seniors, the work normally offered in the fall term. Those taking such work would normally graduate in February. The action of the University Faculty in adjusting the University calendar, moving commencement to May 25, made possible this full summer term.

Since high schools were not normally accelerating, it was not possible to begin a first term for entering freshmen on June 1. Curricula were adjusted to provide for an eleven-week program beginning June 29 and ending September 12.

The following table gives the registration by schools and classes for this new summer term.

*Summer Term 1942*

<i>School</i>	<i>Freshmen</i>	<i>Sophomores</i>	<i>Juniors</i>	<i>Seniors</i>	<i>Total</i>
C. E.....	11	24	17	24	76
E. E.....	11	33	21	0	65
M. E.....	56	78	63	58	259
Chem. E.....	20	46	23	0	89
	98	181	124	82	489

Beginning with the fall term, it will be necessary to carry both the accelerated and the normal programs in all Schools.

## PROGRESS IN THE DEVELOPMENT OF THE COLLEGE

During the year Olin Hall of Chemical Engineering has been completed and is now being equipped. It is already in partial use. The transfer of the activities of the School will be completed in time for the fall term.

The High Voltage Laboratory on Mitchell Street has been completed and nearly all of its equipment has been installed.

## ENGINEERING, SCIENCE, AND MANAGEMENT DEFENSE TRAINING PROGRAM

An appropriation of \$17,500,000 was made by Congress to continue the college-level training for industry begun in 1940 under the Engineering Defense Training program sponsored by the U. S. Office of Education. Under the able direction of Assistant Dean Arthur S. Adams, the activities of Cornell under this new program have expanded greatly, as evidenced by the fact that the number of students enrolled grew from 2641 to 7088 and the number of localities served from 6 to 18 between July, 1941 and July, 1942.

The Departments of Physics and Chemistry of the College of Arts and Sciences at Cornell, the administrative officers and faculties of other educational institutions, and the executives of many industries have cooperated fully with the College of Engineering to make the program effective.

One important feature of the expanded program has been the establishment of new courses to help train personnel for work directly associated with the Army and Navy. Classes in Ordnance Materiel Inspection and Electrical Communications were organized for branches of the Army, and the Diesel engine program for the Navy has been enlarged. In addition, an extensive program in Fundamentals of Radio was begun with the specific purpose of providing training for young men who were likely to be called to serve the armed forces, where there is a great need for persons with this training.

The following table indicates the scope of the work carried on under the government supported program.

	<i>Auburn</i>	<i>Bath</i>	<i>Buffalo</i>	<i>Bing- End.</i>	<i>Corn- ing</i>	<i>Cort- land</i>	<i>Dun- kirk</i>	<i>El- mira</i>	<i>Ithaca</i>	<i>James- town</i>
No. of Students Enrolled..	270	91	2953	944	335	56	153	492	1031	95
No. of Courses Given.....	9	2	33	24	10	2	3	15	15	2
No. Full-Time Instructors	1	—	7	—	1*	—	1*	—	29	—
No. Part-Time Instructors	5	3	—	13*	5	1	—	9*	31	4
No. of Companies Served .	24	14	140	48	11	9	5	36	14	24

	<i>Mon. Falls</i>	<i>Niag. Geneva</i>	<i>Niag. Falls</i>	<i>Olean</i>	<i>Pough- keepsie</i>	<i>Sala- manca</i>	<i>Sidney</i>	<i>Wells- ville</i>	<i>Totals</i>
No. of Students Enrolled..	20	163	209	78	103	41	150	67	7088
No. of Courses Given.....	1	5	5	2	2	2	5	2	134
No. Full-Time Instructors	—	1*	1*	—	—	—	2	—	37
No. Part-Time Instructors	1	2*	—	3	4	1	1	2	81
No. of Companies Served..	9	16	38	19	24	11	8	13	463

Of the totals above, 342 students were Naval Reserve Officers in the Diesel engines course, civilian employees of the Army in the Junior Ordnance Inspector Trainee course, or trainees for the Army Signal Course in the Electrical Communications course. Also, 673 students were enrolled in the Fundamentals of Radio courses.

\*(Dupl. 1)



## PRESIDENT'S REPORT

## CIVILIAN PILOT TRAINING PROGRAM

During the past year 75 students completed either the Elementary or Secondary Ground School course in the Civilian Pilot Training Program, which has been continued in cooperation with the Civil Aeronautics Administration. As heretofore, the flight training has been given by the Ithaca Flying Service, Inc., at the local airport. Two hundred and thirty-eight have completed this training at Cornell since this instruction was initiated here in 1939. Of those who replied to a recent canvass, and who are not still in college, about half are now in military service, a quarter are in other armed services, and most of the remainder are C.P.T. instructors or are in defense industries. The next program will be restricted to training enlisted men in the Army and Navy Reserve Air Corps. The first of the new groups consists of 30 Seamen, Second Class, V-5, who started an eight-week full-time training program on June 29, 1942.

## COLLEGE NEEDS

Additional space and equipment to carry on the work of the College is greatly needed. It is hoped that funds may be set aside for this purpose, so that the acquisition of additional buildings and equipment may be undertaken in the early post-war period.

Special chairs for key staff positions are urgently needed. It is difficult to assure the retention of key staff men without such provision of adequate compensation.

S. C. HOLLISTER,  
Dean of the College of Engineering.

## APPENDIX XII

### REPORT OF THE DIRECTOR OF THE SCHOOL OF EDUCATION

*To the President of the University:*

SIR: I have the honor to present the report of the Director of the School of Education for the year 1941-42.

#### ENROLLMENT

Five hundred and sixty-two undergraduates were registered in one or more courses in Education or in Rural Education during the academic year. Of these, 222 were seniors; 227, juniors; 83, sophomores; 6, freshmen; and 24, specials. One hundred and ninety-two were men and 360 were women. The State colleges enrolled 382; the endowed colleges, 180.

Of the 74 graduate students, 46 had a major in Education and 28, a minor. Of those majoring in Education, 22 were candidates for the Ph.D. degree. This graduate group came from 22 different states and 4 foreign countries.

#### CONTRIBUTIONS TO THE WAR EFFORT

Although every member of the staff has made some contribution to the more effective prosecution of the war, particularly through the preparation of persons for the various types of war service, activities carried on by certain members merit special mention.

Professor E. L. Palmer offered, during the second term, a course in Outdoor Living, designed to train persons to care for themselves and others if forced to live for a minimum of twenty-four hours outside of a permanent shelter. The course has attracted such wide attention that it will be offered again during the first term of 1942-43. Professor Palmer has also cooperated with other agencies in the preparation of a bulletin for the United States Senate Committee on Wildlife, and has written a chapter on Conservation Education for the Yearbook of the Department of Rural Education of the National Education Association.

Professor P. J. Kruse has served as counselor in the Division of Training, Office of Personnel, United States Department of Agriculture. This group is making a study of the situations presented by heavy loss of personnel to armed and other services. The most usual sources of recruits, namely, graduates of colleges of agriculture, have been largely cut off. This brings the necessity for recruitment of persons less well qualified, particularly technically. One of the important related problems is the extension of the employment of women and other forms of "dilution."

Professor A. L. Winsor, a joint member of the Department of Hotel Administration and of the School of Education, has acted as a member of the National Research Council Pilot Training Program and as consultant on the selection of Mechanics for training at the Rome Depot. During the second term of the present year he offered a course in Military Personnel Problems which had as its purpose an understanding of human management problems that arise in military service but are not covered in the regular R.O.T.C. work. Such problems as individual difference in abilities, classification techniques, rating devices, interviewing techniques, officer-men relationships, disciplinary principles, training methods, emotional problems, motivation (morale), and human efficiency were covered in terms of war conditions. The course was repeated during the first five weeks of the current summer session and will be offered again during the first term of 1942-43.

In the summer session of 1941 a special group of selected teachers of electrical work was recruited as a part of the National Curriculum Laboratory. These men gave their entire time during the summer session to the development of instructional material in the electrical field and to the preparation of material for the

training of inspectors. During the present academic year, work in this field has been confined largely to the development of instructional material for the training of teachers engaged in the National Defense Training Program. The Laboratory, under the direction of Professor L. A. Emerson, has been working on the preparation of monographs for the training of inspectors of machine parts, tools and gages, inspectors of aircraft manufacture, and for workers in the field of electrical equipment. Up to June 1, 1942, seven trainee monographs were developed in the field of inspection, two were completed in the field of electrical work, and five more were nearing completion. The instructional material for inspectors is now used by the Office of the Chief of Ordnance, the Air Corps, and the Navy, as well as by a considerable number of vocational schools in the several States. In addition, the Laboratory has worked on the development of monographs dealing with tractor maintenance and repair and the repair of farm machinery for use with the Out-of-School Youth Program of National Defense Training. One extramural course was offered to industrial teachers in the Elmira schools.

A Committee of the School of Education, under the chairmanship of Professor Stewart, appointed in December to suggest special services that our organization can render, will continue to serve in this connection so long as there is need.

#### PLACEMENTS

Up to June 9, 1942, 317 persons had been placed in teaching positions as compared with 279 for the similar period of 1940-41. Of this number 117 were placed directly through the Bureau; 20 through the University outside the Bureau; 43 through individual effort with the aid of the Bureau; 71 through individual effort alone; and 36 through outside placement bureaus and commercial agencies. Information regarding the method of placement of 30 workers is lacking. One hundred and eighty-seven of these persons were placed in public schools; 61 in colleges, universities, and normal schools; 18 in private schools; and 51 in other institutions.

Regarding these data, the Chairman of the Bureau of Educational Service, Dr. Lewis Eldred, makes the following comments: "The increasing tempo of our war efforts is having a marked effect on the demand for teachers. On the one hand, the demand for teachers is being increased by members of the profession entering military and naval service and war industries and by the increased rate of marriage among women teachers; on the other hand, the supply of teachers is being curtailed for the same reasons. This is especially true in the fields of mathematics, science, industrial arts, and commerce. It is quite obvious that there will be a serious shortage of well-qualified teachers by the end of the present placement season. Employers are still reluctant to consider seriously men for teaching positions unless the candidates can guarantee draft deferment, a thing which is impossible in most cases. Also, up to the present time, well-qualified married women are not receiving the consideration they merit, especially under these emergency conditions. Salaries being offered this year are, in general, in excess of those offered in previous years."

#### OTHER MAJOR ACTIVITIES OF THE YEAR

About two years ago a joint committee representing the College of Home Economics and the School of Education began the planning of a program for the preparation, on the graduate level, of various types of leaders in home economics and home economics education. During the year an exchange of membership between these two University units, involving four persons, has provided an opportunity for more complete cooperation in this important service.

Through the efforts of Professor E. L. Palmer, the American Nature Association has granted \$2,000 each year for a period of two years for the special education of men or women for leadership in educational institutions.

Despite the difficulty of travel due to the tire situation, 430 women and 8 men were registered for the Sixteenth Annual Institute for Parent-Teacher Leaders, held at the University April 13-16, 1942. These individuals represented 251 different organizations. Three hundred and ninety-six were officers in state, district or local associations; 250 attended the Institute for the first time. A particularly

effective program was planned, using as its theme "Utilizing Community Resources for Enrichment of the Local School Program."

Thirteen members of the staff visited 275 schools during the year. About one hundred of these schools were outside New York State, the visits being made in connection with Sabbatic leaves or trips to national conventions. Twelve members gave 98 lectures to about 13,000 people. Two hundred and forty thousand copies of *The Rural School Leaflet* were distributed.

#### PARTICIPATION: ACHIEVEMENTS AND GOALS

Although individual participation has been accepted generally by leaders in education as an essential in an effective program of professional preparation, its use as a principle of education has been much too neglected on the whole. At the moment, under the stir of war and the need of quick preparation for emergency situations in war, there is more directness in the emphasis upon realistic participation as a basis of learning. In meeting squarely the realities of first-hand experience, education becomes more than a momentary reaction to the rules of practice, to the methods of instruction, or to the mere deductions of logic; it relates directly to the laws of individual growth and development.

Participation implies adherence to the idea that education is, *through* life as it is lived, not merely *for* life in a preconceived plan for some future time. The best education for tomorrow is *that* best which we can provide the learner *today*. This comes through the utilization of present problems and experiences extended, so far as human intelligence permits, into the problems that will arise on the horizon of the future.

In the development of teacher education through the Five-Year Program, we have given a more important place to realistic experience by extending the "experience continuum" throughout the period of preparation. In these developments increasing emphasis is being placed upon the use of the community as a significant laboratory.

1. *September Service.* For preliminary experience in cooperating schools under the direction of their supervising teachers and the respective members of the staff of the School of Education, special participative service of two or more weeks in September at the opening of the school session has been and is being provided. Although this has not been made a requirement, the satisfactory results of the 1941-42 experiment warrant the continuation of this service and an expansion of it to include other periods of the public-school year. Service of this type not only develops insights into school problems that give meaning to formal study but provides an opportunity for determining the suitability of candidates for teaching. The cooperation of local school officers has been most gratifying.

2. *Directed Teaching.* For many years directed teaching in connection with special methods courses has been a part of our program of preparation. Beginning with the year 1941-42, under the operation of the Five-Year Program, additional hours of credit have been allotted from the 18-hour requirement for certification for the extension of participation. Practically four of the ten hours so allotted are given to participation, including directed and free observation, conferences, laboratory and directed teaching, and other cooperative activities. One of the ten hours of credit has been given particularly to joint activities of all teaching groups for the purpose of stimulating the exchange of experiences and for unifying such ideas of practice as may be common and essential to school cooperation.

The participative values of our directed teaching are increased through a plan of cooperation that has been worked out with the public schools of Ithaca and other nearby communities. In certain academic subjects, the member of the University staff in Education who is primarily responsible for a particular group of prospective teachers teaches at least one high school class. In social studies, for example, the Ithaca Board of Education has set aside one position that may be used for directed teaching purposes. An associate professor of Education teaches, throughout the year, one high school class, the remaining classes being taught by assistants, certified by the State of New York, who are able to give a little over half time to graduate work in the University. Of the \$2,500 salary pro-

vided by the Board for this position, \$1,000 is paid the University faculty member for his teaching and for certain supervisory services; the remaining \$1,500 is divided between two young men or women who are usually candidates for the Doctorate in the University. One gives about two-thirds time to high school teaching during the first term and has the second term free for University study. The second assistant studies during the first term and teaches during the second. Each receives free tuition in the Graduate School of the University. Through special arrangement, other social studies classes may be made available for directed teaching purposes but no more than one student teacher may be assigned to any class. Under this arrangement the regular teacher is designated as a cooperating teacher and is granted certain free tuition privileges in the Graduate School. Directed teaching, carried on under such conditions, encourages more thoughtful participation than is likely to result when educational theory is taught by a person removed from actual practice.

At present this plan is operating in social studies, science, and English. In its essential features it operates also in French. In mathematics and Latin little progress has yet been made in the direction indicated. In home economics, a member is supervisor of this field in the Ithaca Schools while one other person is jointly employed by the Schools and the University. In agriculture, the plan of cooperation provides for joint employment of teachers in Ithaca and in four other nearby schools but, while members of the University staff with major responsibilities for teacher education supervise the directed teaching, no such member actually teaches a high school class. Arrangements similar to those in agriculture are provided in home economics also in two communities outside Ithaca.

3. *Apprentice Teaching.* The close relationship that exists between the School of Education and the cooperating school communities where the directed teaching is carried on is a feature that gains still further significance through apprentice teaching. According to the Five-Year Plan, apprentice teaching and Philosophy of Education are the unifying features of the fifth year. By design, the program has been so arranged as to focus attention upon the reality of school life in a given community. Actual classroom service in the basic apprentice plan is reduced to half-time teaching in order that the apprentice may gain adequate work experience and have time to record and evaluate this experience, to utilize community and other resources in his preparation for classroom teaching, and to make such special studies of the school and community as will stimulate reflection. During 1941-42, two men in agriculture have been registered in the fifth year of the five-year program and have carried on apprentice teaching, one in Downsview Central School and one in Lyndonville Central School. Because of the war, these men have followed an alternative plan of 15 weeks of apprenticeship instead of the minimum 8-weeks plan. Particularly complimentary reports have come from both schools as to the quality of work done and as to the feasibility of the plan.

4. *Special Studies.* The special studies contemplated in connection with the apprentice program call for critical studies of problems involved in the experience. The major purpose of these studies is first-hand contact with schools and communities; a purely detached study has not been contemplated. One important object of the special studies, in addition to the local experience gained, is to make the candidate professionally-minded in terms of real school problems.

5. *Other problems of participation.* In the preparation of administrators, supervisors, counselors, and other officers with leadership responsibility, Cornell, like most institutions of learning, has not provided, as fully as effective learning would seem to demand, various types of participative experiences. For the young person looking ahead to these fields, opportunity should be provided for: analyzing the educational needs of a community for purposes of planning the educational program; comparing communities as to how these needs have been met; selecting from a list of applicants a teacher for a particular position; planning a school building; setting up a pupil record system; analyzing the effectiveness of a particular teacher and helping her to improve her procedures; evaluating a transportation program; and similar problems.

6. Observation through the educational "clinic"; observation of superior



practice; actual practice under guidance; apprenticeship with increasing responsibility—these represent different levels in the effective learning of the individual teacher. Visitations, the making of case studies, and the use of pictures and other observational aids are examples of methods, varying in effectiveness, that may be employed.

The moving picture, the lantern slide, and similar type of visual presentation is a means of providing experience vicariously. During the year, a committee of the School of Education, under the chairmanship of Dr. P. G. Johnson, prepared and submitted to the President of the University, a five-year plan for utilizing and developing Cornell's resources. The Education faculty approved this plan and suggested that it be made effective as rapidly as possible. Small beginnings have already been made toward its achievement.

7. Activities that make possible formal instruction of that which is considered sound theory and practice, participation of various kinds, analysis and definition of lacks in existing knowledge and practice as ability increases and insight develops, research leading to better practice and to a more significant theory of education must all be included in the program of a University school for the professional training of public school officers. Achievements have been made; but many goals have yet to be attained. In the immediate future it seems desirable to seek a better use of facilities for observation and practice, superior apprentice opportunities, a better acquaintance with the problems of the public schools through an enlargement of direct services to the schools, an adequate observational aids service, and a more completely integrated program of research.

In the near future we should have a small University school available primarily for observational and experimental purposes. We should have also a building planned to meet the demands made upon a professional organization such as ours. This building should provide, in addition to the usual offices and classrooms, such seminar rooms, "clinical" rooms, workshops, and laboratories as will enable our various divisions (agriculture, home economics, science, social studies, and the like) to provide the best type of service that each can render our profession. Under existing conditions it is true to a disconcerting degree that the effectiveness of our program is reduced because of inadequate building facilities.

ROLLAND M. STEWART,  
Acting Director, Second Term, 1941-42.

JULIAN E. BUTTERWORTH,  
Director of the School of Education.

## APPENDIX XIII

REPORT OF THE DIRECTOR OF THE  
SCHOOL OF NUTRITION

*To the President of the University:*

SIR: I have the honor to present the report of the School of Nutrition for the year 1941-42.

The University Faculty at its meeting on June 11, 1941, empowered a Committee appointed by the President to act for the Faculty in the organization of a school in the field of nutrition. On June 16 the Board of Trustees authorized the Administration, subject to the approval of the Faculty Committee, to organize and establish a School of Nutrition. The Faculty Committee approved the resolution of the Board of Trustees at meetings held June 17 and 18. A report of the action of the Board of Trustees and of the Faculty Committee was made at the Faculty meeting of October 8, 1941. In accordance with these various actions, the School was established and commenced to function with the opening of the fall term.

## ORGANIZATION AND OBJECTIVES

Courses in nutrition and related courses in the physical, chemical, and biological sciences and in other fields have been offered at Cornell for many years. Both undergraduate and graduate training in nutrition have thus been available to students who wish to become teachers or research workers in this field or to enter applied fields in agriculture, home economics, or industry. The School of Nutrition was established to integrate the training which has previously been provided and to expand it to meet the enlarged and diversified needs of the many fields of work in which a thorough knowledge of nutrition and related sciences is of paramount importance.

The School has been organized to provide two years of integrated training in nutrition leading to the M.S. degree after completion of three years of pre-nutrition college work. Opportunity is also afforded exceptional students interested in teaching and research in nutrition to continue work for the Ph.D. degree after completion of the two-year program.

The three years of pre-nutrition work may be obtained by registering in the College of Agriculture, the College of Arts and Sciences, or the College of Home Economics. Arrangements have been made so that during this period the student is advised by a member of the faculty of the college concerned who is acquainted with the program of the School. In the case of the Colleges of Agriculture and of Arts and Sciences the advisers are also members of the faculty of the School but in the case of the College of Home Economics the regular class advisers act in advising students who are taking the pre-nutrition work.

At the beginning of the first year of the two-year program the student registers in the College of Agriculture, Arts and Sciences, or Home Economics as well as in the School, and thus qualifies for the B.S. degree at the end of the year. At the beginning of the second year of the program the student registers in the Graduate School as well as the School of Nutrition and is eligible to receive the M.S. degree upon completion of the prescribed work. Students working for the Ph.D. degree in nutrition register both in the Graduate School and the School of Nutrition.

## FACULTY

In order to provide the scope and variety of instruction needed in training students in nutrition and to conduct research in this field, the School has drawn upon the various colleges and departments of the University for its faculty and for its teaching and research facilities. By action of the Board of Trustees the following persons were appointed to the Faculty of the School: S. A. Asdell, L. L. Barnes, Richard Bradfield, W. H. Chambers, P. J. W. DeBye, E. F. DuBois,

H. H. Dukes, Vincent duVigneaud, J. A. Dye, G. H. Ellis, Faith Fenton, C. E. F. Guterman, K. C. Hamner, Katherine W. Harris, Milicent L. Hathaway, Hazel M. Hauck, Christine Heller, G. F. Heuser, J. K. Loosli, C. M. McCay, L. A. Maynard, (Director), Helen Monsch, N. S. Moore, F. B. Morrison, L. C. Norris, (Secretary), Marion C. Pfund, F. H. Rhodes, J. A. Saxton, E. S. Savage, P. F. Sharp, J. M. Sherman, G. F. Somers, jr., J. B. Sumner, D. K. Tressler, and Charlotte M. Young.

#### STUDENTS

Thirty-five graduate students majoring in nutrition under the direction of members of the School Faculty are registered in the School. These students began work in nutrition after receiving the B.S. degree. Of these, fifteen are working for the M.S. degree in nutrition and twenty for the Ph.D. degree.

During the year, twenty students indicated their interest in nutrition as a field of study and have undertaken pre-nutrition work at the University in preparation for entering the School of Nutrition at the beginning of the fourth year of undergraduate work. Of these students, fifteen are in the College of Agriculture, one in the College of Arts and Sciences, and the remainder in the College of Home Economics.

#### CURRICULA

Three types of courses have been set up to serve as guides to students taking the pre-nutrition work at the University, as well as the two-year nutrition program: (1) for those interested in becoming teachers and research workers in nutrition; (2) for those who are interested in preparing for work in health agencies; and (3) for those interested in preparing for positions in the food and feed industries and in agriculture. Many of the courses given in these schedules are electives for which substitutions may be made in accord with the student's special interest.

#### NEW COURSES

At the request of the School of Chemical Engineering, a lecture course with credit of two hours a term on the "Chemistry of Food and Nutrition" was organized for students in that School. This course was given by L. C. Norris with the assistance of C. S. Pederson, P. F. Sharp, and D. K. Tressler. Eighteen students completed the first term's work and ten that of the second term.

#### GRANTS

The following grants have been received by the School of Nutrition during the past fiscal year:

\$10,000 from the New York State War Committee to enable the School to assist the Committee in its nutrition and related programs.

\$6,000 from the Corn Products Refining Company and the Commercial Solvents Corporation to assist the School in organizing its research program. This grant is being used for studies of nutritional needs in health and disease under the direction of Dr. Norman S. Moore of the University Clinic, Dr. Hazel Hauck of the College of Home Economics, and Dr. L. A. Maynard of the College of Agriculture. Dr. Charlotte Young has been appointed an Instructor in Nutrition to assist in this work, and Mrs. Grace Fiala as a Laboratory Technician.

\$5,000 from the Edward A. Filene Good Will Fund, Inc., for a study of consumer standards for protective foods. Dr. R. M. Forbes has been appointed as research associate to carry on this study.

\$5,000 from the Pineapple Producers Cooperative Association, Ltd., for a study of the nutritive value of pineapples. Dr. P. C. Hsu has been appointed as research associate to carry on this study.

\$2,100 from Swift and Company in the form of a fellowship to study the riboflavin content of foods and the effect of manufacturing and cooking processes upon riboflavin content. Miss Louise Daniel has been awarded this fellowship.

## WAR ACTIVITIES

L. A. Maynard has been assisting in various war activities of the National Research Council, serving as Vice-Chairman of the Division of Biology and Agriculture, as a member of the Food and Nutrition Board, as Chairman of the Committee on Fruits, Vegetables, and Fats, and as Chairman of the Committee on Animal Nutrition. He is also serving as adviser to the New York State Nutrition Committee.

Various members of the staff of the School, under the leadership of C. M. McCay, are working actively on problems submitted by the State War Council. This work has included the preparation of technical reports on various aspects of human nutrition and food supplies. Special attention has been given to the nutrition of workers in war industries. As an aid to the nutrition education program in the State, slides for use in talks, and popular leaflets on diet and health have been prepared. Assistance has been given in conducting round table discussions, setting up demonstrations, and in similar activities.

S. A. Asdell has made a study for the State War Council of the nutritional needs of the population of New York State in relation to the food supply produced within the State. G. F. Heuser and L. C. Norris have prepared a report on poultry feed problems resulting from the disruption in feed supplies caused by the War. This report was submitted to the State War Council and was also used as a basis for a report by the Committee on Animal Nutrition of the National Research Council. A similar report on calf feeding is in preparation by E. S. Savage.

Under the direction of Dr. Norman S. Moore, examinations for light adaptation have been made of personnel of the Office of Civilian Defense assigned to mechanics courses, in order to ascertain defects of visual acuity correctible by dietary means.

Because of the shortage of well-trained nutritionists, the School is cooperating with the Sanitary Corps of the U. S. Army in the training of graduate students for service as food and nutrition officers. In order to carry out this program, the Sanitary Corps has requested the deferment of ten men graduate students in the School in order that they may complete their training. This arrangement applies only to graduate students who have two years of graduate work or less to complete before receipt of the Ph.D. degree.

W. H. Chambers of the School Faculty is serving as a Major in the Food and Nutrition Section of the Sanitary Corps. M. J. Babcock and G. F. Combs, until recently graduate students in the School, are serving in the Food and Nutrition Section as First Lieutenants.

L. A. MAYNARD,  
Director of the School of Nutrition.

## APPENDIX XIV

REPORT OF THE ADMINISTRATIVE BOARD OF THE  
SUMMER SESSION

*To the President of the University:*

SIR: I have the honor to submit on behalf of the Administrative Board of the Summer Session the following report for the Session of 1941.

The following appointments to the Administrative Board of the Summer Session have been made:

Director Sarah G. Blanding, to succeed Professor B. S. Monroe, for the term November 1, 1941 to November 1, 1945.

Professor R. M. Stewart, acting for Professor J. E. Butterworth, absent on leave, for the second term of 1941-42.

A Preliminary Announcement of the Summer Session, giving general information and listing without description the courses to be offered was distributed in January, 1941. A complete Announcement of 80 pages was issued in March and 15,000 copies were distributed. In addition to these general announcements, special bulletins were issued to announce the following:

Courses in New York State College of Home Economics  
Courses in the Department of Hotel Administration  
Courses in the School of Education  
Courses in the Field School in Geology  
Courses in Chinese and Japanese  
Courses for Rural Welfare Workers and Farm Security Administrators  
Courses in Electronics  
Announcement of the Conference of City Supervisors of Home Economics

After careful consideration, the Administrative Board on January 20, 1941, voted to require formal admission to the Summer Session, and adopted the following statement for publication in its announcements:

"Application for admission to the Summer Session of 1941 should be made on the special form printed on the last pages of this Announcement. In most cases the information called for on this form will be sufficient. However, undergraduates registered in institutions other than Cornell University will be required to submit certificates of good standing and transcripts of their records before they are admitted, and other applicants may be asked to furnish additional information. Applications should be filed before July 1, and late applicants who are admitted may unavoidably be delayed in registration. A certificate of admission signed by the Director is a prerequisite for registration in the Summer Session.

The work of the Summer Session is planned to put the facilities of the University at the disposal of those persons who can use them to good advantage and for serious purposes during the summer period. Admission, however, cannot be granted to persons inadequately trained for the work they propose, or whose records in Cornell University or elsewhere are unsatisfactory; neither will admission be granted to persons whose purposes seem inadequate or inappropriate or better served by other work or work at other institutions. All applications will be acted upon promptly, but early application is urged."

It also adopted an application form which was designed to obtain from applicants pertinent information about their school, college, and graduate training; school positions; other professional, scientific, or business positions; previous attendance at Cornell University; and their reasons for proposed attendance at the Summer Session.

It also authorized the use of special forms by applicants for admission to special groups of courses. For the consideration of applications for admission to general courses, the Board appointed an admissions committee, consisting of Professors Cunningham and Flexner and the Director, to examine applications and to grant admissions.



Data on applications and admissions are summarized below:

Total applications received.....	1736
Applications left incomplete or withdrawn.....	77
Applications considered.....	1659
Applications refused.....	8
Applications accepted.....	1651
Registrants in Summer Session.....	1466
Persons admitted who did not register.....	185

Applications for admission to special groups of courses were referred to the persons in charge of those courses. Data on these are given below:

	<i>Admissions officer</i>	<i>Number admitted</i>	<i>Number registered</i>
Geology Field School	Professor C. M. Nevin....	6	6
Chinese-Japanese Institute	Dr. Knight Biggerstaff....	46	24
Extension Summer School	Director Petry.....	44	38
Rural Social Welfare Courses	Dr. Dwight Sanderson....	6	6
School of Hotel Administration	Professor H. B. Meek.....	132	117
Totals.....		234	191

The principal result of the introduction of the admissions system is shown in the number of applications withdrawn or left incomplete. A majority of these applicants were undergraduates with indifferent scholastic records. Five of the applicants rejected were either still in high school or had just graduated; three were undergraduates with unsatisfactory scholastic records. The Board is of the opinion that the admissions system has fully justified itself and plans to continue it with modifications designed to reduce the amount of correspondence required.

The faculty of the Summer Session consisted of 222 members, of whom 11 were from other institutions. The Announcements listed 315 courses, all of which were given. A Chinese and Japanese Language Institute, sponsored by the Committees on Chinese and Japanese Studies of the American Council of Learned Societies, offered three courses in these subjects. A three-week Extension Service Summer School offered six courses for agricultural agents, home demonstration agents, and club agents in the period July 7-July 25. The special courses for Rural Welfare Workers instituted in 1940 were continued with a greatly reduced registration.

Registration for the Session was held on July 7 and instruction began on July 8. The total registration was 1661; an analysis is given below. Final examinations began on Thursday, August, 14 and the Session ended on Friday, August 15.

#### ATTENDANCE

	1940	1941
Men.....	1132	808
Women.....	889	853
	2021	1661

#### ATTENDANCE BY SCHOOLS

University Summer School.....	1398	938
State Summer School of Agriculture.....	927	657
State Summer School of Home Economics.....	194	196
Summer School of Hotel Administration.....	129	120
	2648	1911
Less double registrants.....	627	250
Totals.....	2021	1661

## COUNSELOR OF WOMEN STUDENTS

lxxxv

## STUDENTS IN GRADUATE SCHOOL

Registered in the Summer Session.....	572	385
Registered under personal direction.....	201	124
Totals.....	773	509

## CLASSIFICATION OF STUDENTS BY DEGREES

Doctor's degrees.....	35	12
Master's degrees.....	251	177
Bachelor's degrees.....	839	594
Undergraduates.....	684	630

## CLASSIFICATION OF TEACHERS IN ATTENDANCE

Colleges and Universities.....	107	74
Junior and Senior High School.....	629	392
Principals, Superintendents, Supervisors.....	58	58
Grade Schools.....	65	92
Others (Normal Schools, Junior Colleges, Business Schools, etc.).....	41	34

## STUDENTS BY GEOGRAPHICAL DISTRIBUTION

New England.....	156	146
Middle Atlantic (excl. New York).....	359	323
New York.....	1207	929
South.....	115	85
South West.....	13	18
Rocky Mountain States.....	6	6
Middle West.....	151	134
Pacific Coast.....	22	17
Foreign countries and Canada.....	38	42

LOREN C. PETRY,

Director of the Summer Session.

## APPENDIX XV

## REPORT OF THE COUNSELOR OF WOMEN STUDENTS

*To the President of the University:*

SIR: I have the honor to present the report of the Counselor of Students for the year 1941-42.

Formerly information similar to that contained in this report was submitted to you by the personnel officer operating under the title "Dean of Women." By action of the Board of Trustees in June 1941, the title of this officer was changed to Counselor of Students and on August 1 the present incumbent took over the duties of the Dean of Women plus the responsibility, to be carried jointly by the two Counselors of Students, of planning "the development of centralized agencies dealing with student interests and activities." The year's work has progressed along two lines mutually agreed upon by the administration and the Counselor: (1) that of maintaining and improving the high standard of duties already being performed by this office, and (2) that of studying the problem of how students' needs may be served adequately from the maze of student activities and organizations now flourishing at Cornell.

The report for the most part deals with the former and contains information pertaining to housing, student aid, Women's Self Government Association, social activities, defense activities, and minor subjects. Within these sections there are several inter-office recommendations merely to indicate a few steps to be taken in what now seems to be the right direction.

Realizing the inadvisability of precipitous action on the part of the Counselors of Students in regard to any phase of student life, an effort has been made to collect information, to consult interested students and faculty members and in so far as possible to suspend judgment on any one part of the work pending a thorough knowledge of the whole scheme of student welfare, as it is now devised. Accordingly, at this time nothing of consequence can be reported regarding progress toward a centralized agency of student interests and activities.

#### DISTRIBUTION OF WOMEN STUDENTS BY RESIDENCE, CLASS, AND COLLEGE

Four dormitories, ten cottages, and thirteen sorority houses were required to house 1371 women students housed by the University. (See chart of Distribution of Women by Residence, Class, and College). There were 218 women housed off-campus. (See chart of Off-Campus Students).

The Office of the Counselor of Students supervises the student life in these residences through a staff of eight Head Residents, ten cottage and thirteen sorority chaperons. The Head Residents receive a salary; the cottage chaperons receive room and board. The sorority chaperons receive a small salary plus room and board from the sorority, the University supplying \$75 of this amount to each annually.

Changes in Head Residents of dormitories and chaperons of cottages and sororities totaled eleven for 1941-42. There were eight replacements, two chaperons moved, and one place was filled because of a death.

Five sorority and three cottage chaperons were replaced. Beyond these replacements four new chaperons were secured for additional cottages opened for the fall of 1941.

With the death of Mrs. N. Carter Daniell, former Head Resident at Balch, Unit III, the University lost the services of one of its most competent and beloved Head Residents. Mrs. Daniell was on leave of absence from her duties because of ill health.

Sage College completed the final chapter of its seventy years as a residence for undergraduate women on May 25, 1942. The President of the University announced the administration's decision in an informal gathering of all Sage residents on April 14. The response of the students to the President's skillfully presented announcement, and the fine spirit of the discussion which followed constituted a most seemly requiem for the grand old matriarch, Sage College.

All Head Residents are returning to their positions in September; likewise, the cottage chaperons. Six sorority chaperons are being replaced and nine new cottage chaperons must be secured.

TABLE I  
DISTRIBUTION OF WOMEN STUDENTS BY RESIDENCE, CLASS, AND COLLEGE

1941-42

1941-42	First Term					Second Term					Total					
	1942	1943	1944	1945	Under-Grads	Spec.	Grads	Total	1942	1943		1944	1945	Under-Grads	Spec.	Grads
Balch.....	135	5	175	6	321	...	1	322	117	8	179	12	316	...	3	319
Risley.....	1	68	14	110	193	2	...	195	...	68	16	112	194	2	...	196
Sage.....	1	87	10	108	206	...	...	206	1	83	11	111	206	...	...	206
Comstocks.....	...	33	4	42	79	...	...	79	...	28	5	41	74	...	...	74
Sororities.....	135	37	93	...	265	1	...	266	121	37	93	...	251	1	2	254
Earning room and board in private homes.....	7	15	25	21	68	2	...	70	9	11	22	21	63	1	...	64
Living Off-Campus with relatives or by special permission.....	47	29	32	48	156	31	108	295	35	31	26	46	139	22	102	263
5 East Ave.....	...	6	3	8	17	...	...	17	...	7	2	9	18	...	...	18
15 East Ave.....	...	5	...	15	20	...	...	20	...	5	...	14	19	...	...	19
2 South Ave.....	6	...	...	...	6	...	5	11	3	...	...	...	3	...	7	10
308 Wait Ave.....	...	2	11	4	17	...	1	18	...	2	8	7	17	...	1	18
9 South Ave.....	...	2	1	15	18	...	...	18	...	2	1	15	18	...	...	18
613 Thurston Ave.....	...	...	...	8	8	...	...	8	...	1	...	8	8	...	...	8
3 Grove Place.....	...	1	...	14	15	...	...	15	...	1	...	14	15	...	...	15
722 University Ave.....	...	1	2	14	17	...	...	17	...	1	2	12	15	...	...	15
706 Stewart Ave.....	...	1	4	17	22	...	...	22	...	...	...	...	...	...	...	...
115 Orchard Place.....	...	1	1	8	10	...	...	10	...	1	2	8	11	...	...	11
Total.....	332	293	375	438	1438	36	115	1589	286	284	367	430	1367	26	115	1508
<i>Distribution by Colleges</i>																
Home Economics.....	115	109	130	149	503	...	...	...	103	108	130	139	480	...	...	...
Agriculture.....	45	39	47	45	176	...	...	...	41	36	40	44	161	...	...	...
Arts and Sciences.....	150	139	183	219	691	...	...	...	128	134	183	221	666	...	...	...
Architecture.....	6	3	10	15	34	...	...	...	6	2	8	15	31	...	...	...
Law.....	8	...	...	...	8	...	...	...	4	...	...	...	4	...	...	...
Hotel.....	4	2	5	3	14	...	...	...	1	3	5	6	15	...	...	...
Veterinary.....	3	1	...	2	6	...	...	...	3	1	1	1	6	...	...	...
Engineering.....	1	...	...	5	6	...	...	...	...	...	...	...	...	...	...	...
Total.....	332	293	375	438	1438	...	...	...	286	284	367	430	1367	...	...	...

A total of 218 undergraduate women students (around 6½% for 1941-42) at their request lived off-campus, i.e. in residences other than dormitories, cottages, or sorority houses. While it is University policy that all undergraduate women are required to live on-campus, the Counselor of Students makes exceptions for those who work in private homes in exchange for room and board in the home and for those who live with their parents or relatives in Ithaca or in near-by towns.

TABLE II  
COMPARATIVE FIGURES ON EIGHT-YEAR PERIOD  
WOMEN-STUDENT HOUSING

<i>First Sem.</i>	<i>Total Enroll.</i>	<i>Under- grad. Enroll.</i>	<i>Dormitories Under- No. grads.</i>	<i>Cottages Under- No. grads.</i>	<i>Sororities Under- No. grads.</i>	<i>Earn. R. &amp; B. Priv.</i>	<i>Living in Town with Rel. or Perm.</i>
<i>Year</i>						<i>Homes</i>	
1935-36	1263	1126	3 669	2 5	13 200	70	182
1936-37	1299	1165	3 695	3 25	13 196	78	171
1937-38	1377	1227	3 701	5 58	13 237	62	169
1938-39	1497	1319	3 722	8 114	13 235	83	165
1939-40	1468	1308	3 711	8 137	13 241	79	140
1940-41	1495	1358	4 790	6 96	13 243	67	162
1941-42	1589	1438	4 799	10 150	13 265	68	156
Est.							
1942-43	....	....	3 802	18 335	13 265	..	...

#### RÉSUMÉ OF STUDENT AID THROUGH EMPLOYMENT, LOANS, AND GRANTS

There was an increased number of prospective employers of student help for 1941-42, with a wider choice of positions. Increased opportunity for favorable selection as to location and duties was a distinct advantage in placement.

There were too many changes in positions during the year. Ten students changed employers during the year and ten employers were dissatisfied with the students in their homes. Eight of these employers dismissed their students and two kept theirs throughout the year, adapting to the situation as best they could. Of the ten students who moved from one place to another, five were getting along successfully but felt they could better their positions. Some showed definite lack of understanding of their obligations to employers. Three moves were caused by change of plans of employers and two because students were definitely unsuccessful in their first positions. (One succeeded in her second position; the other was only moderately successful after a third move.)

With a view to reducing changes in positions to a minimum the Counselor's Office will:

- Increase the pre-placement personal calls on prospective employers by Placement Counselor to insure familiarity with personality of employers, duties desired, type of home, and accommodations of student.
- Devote additional attention to each student who desires placement for the purpose of educating her in regard to the situation she will find, its advantages and disadvantages; and in regard to employer and employee relationship.
- Increase contact with both employer and employee with the aim of establishing mutual confidence so that both employer and employee will voice minor annoyances for discussion in order that major difficulties will be prevented.
- Explore various means of bringing the working student into closer contact with the rest of the student body, exclusive of activities for which she does not have the time. (Funds to make it possible for these students to eat in the dormitory occasionally might be made available if W.S.G.A. would allot a certain amount to the off-campus group as it does to the dormitory groups.) There should be close cooperation between the Placement Counselor and the Social Director of Willard Straight.



Of the 153 employment calls received for part-time jobs, 125 were filled. These include care of children, serving at teas and dinners, and occasional clerical and stenographic jobs. Approximately 50 women held part-time desk positions in the dormitories each term.

*Students Earning Board by Waitress Work on-Campus* (See Chart)

*Students Earning Cash through N. Y. A.* (See Chart)

TABLE III  
WOMEN STUDENTS WORKING IN POSITIONS CLEARING THROUGH THE  
OFFICE OF THE COUNSELOR OF STUDENTS

<i>First Term 1941-42</i>	<i>Arts</i>	<i>H. E.</i>	<i>Agr.</i>	<i>Arch.</i>	<i>Law</i>	<i>Vet.</i>	<i>Hotel</i>	<i>Totals</i>
Earning room and board in homes and dormitories.....	13	40	25	...	I	...	...	79
Earning board in dormitories, Willard Straight and H. E. Cafeteria.....	32	113	32	2	...	...	3	182
Earning cash through the National Youth Administration....	6	21	21	...	...	I	...	49
Totals.....	51	174	78	2	I	I	3	310
Net Total*.....	48	166	70	2	I	I	3	281
Per cent of College enrollment working.....	6.95%	33%	39.77%	5.85%	12.5%	16.66%	21.43%	19.62%
*Duplicates subtracted.....								
<i>Second Term 1941-42</i>								
Earning board and room in homes and dormitories.....	12	37	20	..	I	...	...	70
Earning board in dormitories, Willard Straight and H. E. Cafeteria.....	34	111	34	2	...	...	3	184
Earning cash through the National Youth Administration....	9	17	20	...	...	I	...	47
Totals.....	55	165	74	2	I	I	3	301
Net Total*.....	52	158	67	2	I	I	3	284
Per cent of College enrollment working.....	7.8%	32.9%	41.61%	6.45%	25%	16.66%	20%	20.83%
*Duplicates subtracted.....								

TABLE IV  
COMPARATIVE FIGURES ON FIVE-YEAR PERIOD  
WOMEN STUDENTS EARNING IN POSITIONS CLEARING THROUGH THE  
OFFICE OF THE COUNSELOR OF STUDENTS

	<i>1937-38</i>			<i>1938-39</i>			<i>1939-40</i>			<i>1940-41</i>			<i>1941-42</i>		
	<i>* Aver. **</i>			<i>* Aver. **</i>			<i>* Aver. **</i>			<i>* Aver. **</i>			<i>* Aver. **</i>		
Room and board in private homes.....	66	66	66	85	81	78	83	78	74	69	65	61	70	65	61
Room and board in dormitories.....	7	7	7	7	7	7	7	7	7	9	9	9	9	9	9
Board in dorms., W. S., sors., H. E. cafeteria.....	178	174	170	179	175	172	161	159	157	159	157	156	182	183	184
National Youth Administration.....	55	55	55	43	47	52	60	65	71	57	66	75	49	48	47
Enrollment.....	1227*			1319*			1308*			1358*			1432*		
Undergraduate Women.....	1194**			1259**			1276**			1316**			1303**		

\* First Semester.

\*\* Second Semester.

#### LOANS TO STUDENTS—BY CLASSES

<i>Classes</i>	<i>Student Loans</i>		<i>Alumnae Fund</i>		<i>Grants-in-Aid</i>		<i>Total Aid</i>	
	<i>No.</i>	<i>Amount</i>	<i>No.</i>	<i>Amount</i>	<i>No.</i>	<i>Amount</i>	<i>No.</i>	<i>Amount</i>
1942.....	27	\$3838.58	10	\$ 155.00	6	\$ 319.77	43	\$4313.35
1943.....	14	1923.00	3	54.00	4	128.48	21	2105.48
1944.....	2	162.40	2	22.00	2	235.00	6	419.40
1945.....	1	100.00	2	33.00	1	100.00	4	233.00
1946 (Vet.).....	1	55.00	..	.....	..	.....	1	55.00
Grad.....	4	670.00	2	26.00	..	.....	6	696.00
Totals.....	49	\$6748.98	19	\$ 290.00	13	\$ 783.25	81	\$7822.23

# PRESIDENT'S REPORT

## SUMMARY

Total number of women students including graduates . . . . .	1589
Percentage of total students receiving aid . . . . .	5.1
Total students receiving aid . . . . .	81
Percentage of students receiving aid by classes: 1942, 53.09; 1943, 25.93; 1944, 7.41; 1945, 4.94; 1946, 1.23; graduates, 7.41.	

In addition to the above a number of gifts have been received for grants and partial loans to women students. The Buffalo Alumnae Club as usual awarded \$150, half loan and half gift, to a girl in the Buffalo area; the Cornell Women's Club of Rochester sent \$50 for a needy junior or senior girl; the Cornell Women's Club of Syracuse sent \$50 as a gift to a graduating senior; and the Ithaca Women's Club again gave a gift of \$25 to a senior woman of Ithaca. Several anonymous gifts also came earmarked for particular students, one a graduate and one an undergraduate.

## ANALYSIS OF LOANS TO WOMEN STUDENTS 1941-42

Of the total 1,589 women students 81 or 5.1 per cent received aid through loans or grants-in-aid. Of this number 60.5 per cent were assisted through loans (exclusive of the Alumnae Fund); 16.1 per cent through grants-in-aid, and 23.4 per cent through the Alumnae Fund (short-term loans).

The total amount of aid was \$7,822.23 to 81 separate requests; 86.3 per cent went to students as loans, 10 per cent as grants, and 3.7 per cent as emergency assistance through the Alumnae Fund.

## WOMEN'S SELF GOVERNMENT ASSOCIATION

With Miss Elizabeth Church, Home Economics '42, as president, W.S.G.A. performed with courage and patience its customary function plus a variety of extraordinary duties under conditions which probably mark 1941-42 among the unique periods in the history of the organization. W.S.G.A. figured prominently in the war activities of the campus by helping make the Campus Chest the largest in Cornell's experience; by taking responsibility in all Student Red Cross classes for checking class attendance, issuing books, collecting fees, supervising distribution of supplies, et cetera; by assisting in the Canteen for the blood bank and by becoming blood donors themselves; by serving as hostesses for the Student Council party given for enlisted men and officers of Pine Camp; by the sale of Defense Stamps; and by prompt cooperation with Residential Halls in adjusting to the necessary overcrowding in residences and in regard to economy in food for both dining room and social affairs.

In the immediate future the organization will find its responsibilities increasing rapidly. More personal counseling by the office of the Counselor of Students of individual students will relieve the officers of W.S.G.A. of many unnecessary details and will enable them to concentrate their efforts on establishing basic attitudes essential to good self government.

To further the work of the organization the following suggestions should be observed:

a) A member of the Counselor's staff should see all students with heavy penalties from W.S.G.A. to discover individual needs and to charge each with responsibility for her conduct.

b) Strict observance of quiet hours in women's residences must be encouraged so that the over-crowding of residences during the emergency need not be detrimental to scholarship or health.

In the opinion of the Counselor of Students the W.S.G.A. may be relied upon to help set and maintain standards essential to student welfare and to the nation's war effort provided interested faculty members will point the way.

## REPORT OF SOCIAL ACTIVITIES, 1941-42

This report on the Social Activities of the University for 1941-42 contains tabulations followed by comments.

The following table summarizes the social affairs which were registered at the Office of the Counselor of Students from September 26, 1941, through May 23, 1942.

	<i>Informal</i>	<i>Formal</i>	<i>House Parties</i>	<i>Misc.</i>	<i>Total</i>
Organizations having houses (72)	195	55	127	194	571
Organizations not having houses	57	19	10	63	149
Totals.....	252	74	137	257	720

The 72 organizations with houses include 13 sororities, 56 fraternities, Cosmopolitan Club, Algonquin Lodge, and the Cayuga Student Residence. All of these organizations registered at least two activities. Sorority activities registered for 1941-42 include: 11 informal dances; 22 formal dances; no houseparties; 8 miscellaneous affairs, a total of 41. The reason for the small number of activities registered by sororities is the fact that only the affairs to which men are invited are registered in the Counselor's Office.

Among the organizations not having houses the most active were C.U.R.W., the various church groups, the Cooperative Dining Club, the Cornell Independent Association, the Outing Club, and the 4-H Club. Other organizations included in this group are the dormitories, cottages, clubs, associations, and departments most of which had only one or two activities throughout the year.

*Informals* include all informal dances most of which were the popular "Vic Dances." *Formals* include all formal dances which were registered until one-thirty. Miscellaneous affairs include all other functions such as the following listed in order of occurrence: meals at fraternity houses to which women students were invited; open houses; dinner-dances; exchange dinners between sororities and fraternities; picnics; special parties such as Hallowe'en and Christmas parties; cocktail and eggnog parties; square dances; tea dances; skating and sleighride parties.

Junior Weekend houseparties this year were registered by 48 of the 59 fraternities and associations with houses. Most of these houses had their own bands for formal dances. A formal dance, Prom Junior, was held at Willard Straight on Friday night of Junior Weekend, but many of the fraternities scheduled dances at their own houses that night because of the limited number of couples that can be accommodated in the Memorial Room.

Spring Weekend houseparties were registered by 51 fraternities and associations with houses. Most of these did not schedule formal dances at their houses but attended the formal Navy Day Ball in Barton Hall on Friday night. As a result there were fewer bands at the houses since the majority of the Saturday night dances were informal Vic Dances.

Senior Weekend houseparties were registered by only 8 of the houses. These houseparties were much more informal and more like Open House for parents and friends.

#### COMPARATIVE FIGURES ON SOCIAL ACTIVITIES FOR FIVE-YEAR PERIOD

	<i>Informals</i>	<i>Formals</i>	<i>House Parties</i>	<i>Misc.</i>	<i>Total</i>
1941-42.....	252	74	137	257	720
1940-41.....	298	94	151	176	719
1939-40.....	325	84	136	149	694
1938-39.....	314	89	123	144	670
1937-38.....	307	124	51	89	571

It is interesting to note that over a period of five years there has been an increase of 136 per cent in the number of houseparties and an increase of 189 per cent in the number of Miscellaneous Affairs registered. On the other hand, there has been an 18 per cent decrease in the number of Informals and a 40 per cent decrease in the number of Formals. This is an indication that there has been a decided trend away from the stereotyped dances toward a more varied program of social activities that includes more different types of parties and events.

	1941-42	1940-41	1939-40	1938-39	1937-38
Total number of activities of organizations having houses.....	571	522	505	480	428
Total number of activities of organizations not having houses.....	149	187	190	150	134
Largest number reported by one organization.....	19	22	16	24	16
Number of groups reporting ten or more functions.....	24	18	16	14	14

The experience of the past year indicates that social activities of importance should be discussed well in advance next year jointly with both Counselors of Students so that both men and women may be uniformly acquainted with regulations concerning these activities. In the opinion of the Counselor of Students it is desirable that the Interfraternity Council take the responsibility for the effective chaperonage of the fraternity affairs. The Counselor's office merely registers the names of the chaperons but has no way of checking on the adequacy of these chaperons.

#### DEFENSE ACTIVITIES

Many women student groups, prior to Pearl Harbor, were casually engaged in a variety of war activities such as Bundles for Britain, China Relief, Russian Relief, Ambulance funds via Red Cross, and knitting for various organizations. Women were prominent in organizing and operating the discussion groups where students and faculty members dealt with questions on international relations and other pertinent subjects. Dormitories and women's houses made some use of this service but without enthusiasm.

Between Pearl Harbor and the Christmas holidays there was little coordinated effort on the part of women students generally toward defense work. This was not surprising since there had been very little effort to increase their awareness of the international situation prior to our entry in the war. With their return to classes in January there were available Red Cross First Aid courses, standard, advanced, and for instructors, and courses in Home Nursing. These were organized and administered by the Office of the Counselor of Students, taught by University physicians and faculty members in University buildings. Head Residents and chaperons, with one of the Sage College lounges as a workroom, made all bandages and other cloth supplies from approximately 1000 yards of muslin. This material and the Red Cross textbooks were paid for by the fee of one dollar collected from each enrollee. The bandages remained the property of the University.

Applicants for Red Cross classes in First Aid and Home Nursing numbered approximately 400. Of these, 300 were requesting First Aid. This placed a heavy burden on the University physicians but full cooperation on their part made possible eleven First Aid classes from January through May, of which eight classes of 10 weeks were Standard and three classes of 5 weeks were Advanced.

The hundred enrollees for Home Nursing were served in three classes of 6 weeks each with lectures, demonstration, and practice at Martha Van Rensselaer Hall. Instruction was provided by an instructor in Home Economics assisted by nurses supplied by the Red Cross. Many Head Residents and chaperons enrolled in the course and in the First Aid course also.

Students doubled their efforts in most of the war activities and reached an all-time high figure in their Campus Chest drive. War stamps were sold at various times in the dormitories and Willard Straight and women students assisted in the Ithaca Committee of Civilian Defense War Bond drives. Women students began to think about their preparation for defense work and how to fit in where they are most needed.

The Counselor of Students, as chairman of a sub-committee on Student War Service, with the Dean of the College of Home Economics and the chairman of the Advisory Board for Underclassmen of the College of Arts and Sciences, is charged with organizing defense information for women students. Students in Home Economics, Engineering, Veterinary Medicine, and Law have had specific

defense information available to them and it is hoped that the sub-committee will strengthen the service to them and supply, through the Committee on Student War Service, adequate information to all other undergraduate women hitherto not so well informed.

#### REMODELING AND REFURNISHING ONE SAGE AVENUE

Housing the Office of the Counselor of Students in the nine-room house at One Sage Avenue, only four rooms of which were formerly used as the office of the Dean of Women, required much interior remodeling. The work began in August and was not completed until Christmas vacation.

For the women's office five rooms on the ground floor were provided, and for the men, four rooms on second floor, three of which were finished for use. By removing the front hall stairway, each office has one additional room which may be used as a vestibule waiting room.

#### GENERAL RESPONSIBILITIES

Where undergraduate women number nearly 1500, those who are not outstanding are frequently unnoticed by University officers. When those in need of assistance in finances, social adjustment, vocational counseling, housing, et cetera, are provided for, the so-called average student may easily be neglected. The Counselor is attempting to reach these, who constitute the majority of undergraduate women, through voluntary participation in informal social affairs, meals in the dormitories and sororities, meetings of extracurricular activities, and by initiating brief informal discussion groups in various housing units and with organized groups. Willard Straight and Barnes Hall groups provide additional opportunity for observation and increased mutual acquaintance under normal student-planned circumstances.

It is desirable that the Counselor's office have a conference with each student on probation in an effort to determine cause and possible remedy; and that an effort be made to increase students' understanding of personal services available to them through confidential discussion of such personal problems as adjustment in their living units, social relationships, finances, scholarships, part-time employment, health, and all matters connected with a student's welfare. They need to know that the Office of the Counselor of Students is headquarters for their non-academic problems, and that the office is charged with maintaining for them the maximum cooperation with other administrative offices of the University. Informal office visits should be made to members of the faculty to learn in what ways they feel that the Office of the Counselor of Students can increase its usefulness to them and their advisees, and to learn which faculty members would welcome more opportunity to visit informally with women's groups in dormitories and cottages, thereby encouraging mutual acquaintances between faculty, students, and Head Residents.

Student activities, confined to women, are influenced to some degree by the Counselor of Students and also by W.S.G.A. The Executive Committee of W.S.G.A. receives to its membership the chief officer of such organizations as W.S.G.A. believes to be representative of women's interests, avoiding duplication and other undesirable factors. The Counselor invites information regarding activities and participates with students wherever expedient. The Faculty Committee on Student Activities should be urged to increase its function to include consultation with the Counselor of Students on student activities generally. It is advisable that there be set up a system of interchange of pertinent information between W.S.G.A., Student Council, and Interfraternity Council.

There is much to be accomplished in relation to the welfare of graduate women. Through the Dean of the Graduate School, individual professors, the medical service, and a few landladies, the Counselor has become aware of numbers of instances in which graduate women have needed the services of the office. Considerable thought should be given to the matter of giving graduate women housing and social facilities, as well as personal counseling on a par with that provided for undergraduates. Many items suggest themselves in this connection and it is



hoped that a few interested faculty members may be invited to act in an advisory capacity to the Counselor of Students toward this end.

Ten months in the position of Counselor of Students affords merely a slight acquaintance with the University, a few students, and still fewer faculty members; it allows scarcely enough time for a working knowledge of all the routine responsibilities involved in women students' welfare in a decentralized plan such as Cornell's.

The coming year holds campus-wide problems that elude prediction. Women students, especially, will be affected by many things now unforeseen. Diligence and courage will be required of all concerned. It is doubtful that there is an institution of higher learning in the country where students or faculty have more freedom to exercise their abilities to capacity in accordance with their convictions than at Cornell University.

The Counselor of Students is indebted to various officers of the University and staff members for the splendid way in which they have helped to make her first year at Cornell a heartening experience in democratic working and living. The President and the Dean of the University Faculty have generously and patiently advised with the Counselor on frequent occasions and in many ways have demonstrated their genuine interest in the development of the program for which the two Counselors of Students are responsible.

It is with a sense of pride and keen anticipation that the Counselor of Students enters her second year of service at Cornell.

THELMA L. BRUMMETT,  
Counselor of Students.

## APPENDIX XVI

### REPORT OF THE COUNSELOR OF MEN STUDENTS

*To the President of the University:*

SIR: I have the honor to present the report of the Counselor of Students (for men) for the year 1941-42.

The first incumbent of this newly created office, entrusted with "general charge of the interests of students and of the counseling and advising of them in regard to all matters," is obliged to lay emphasis upon certain observations and tentative conclusions rather than upon specific accomplishments during this first year of his work at Cornell. Charged also with the responsibility "to coordinate the work of the various agencies dealing with student interests," he has found it necessary to devote the major part of his attention to acquiring the intimate acquaintance with the University and its student body which must form the basis for the intelligent performance of this integrating function.

The nation at war, and the adjustment of the University to these extraordinary conditions, has of course served to confuse and to some extent preclude an adequate appraisal of established university-student relations. The fact that the war has created the need for a universal reorientation of emphasis and procedures, both for students and for faculty and administration, has in one sense, however, made the task easier, for under stress, relationships of this sort are highlighted.

The following paragraphs present some of the more significant student interests and problems. For each one, my comments are designed to reveal the salient issues in so far as I feel competent at this time to define them.

## STUDENT AID

The servicing of students in financial need assumes a special significance in a time of war economy. It is important therefore that the University administer its loans, scholarships, and undergraduate employment in such manner as to utilize these resources singly or in combination in the best interests of each student with financial problems. To accomplish this purpose, some centralized administration and coordination of awarding agencies is clearly indicated.

At the beginning of this year the Counselor of Students was appointed Chairman of the Committee on Student Aid, thus placing in his hands the responsibility for the awarding of most of the University's loan funds and several scholarships. Through the Committee on Student Aid, a certain amount of central control and coordination of facilities for the awarding of loans and scholarships is already established. There remain, however, many other scholarships which are now administered by the several colleges, and the awarding of these is not coordinated, nor is undergraduate placement satisfactorily enmeshed with the issuing of other financial aids.

To accomplish an effective solution of this single problem of financing in the proper way for each student according to his needs and merit, two procedures suggest themselves. First, all applications for financial aid should be made to one office. In this way no student will have any doubt as to where to turn for assistance, and "shopping" for financial aid will be discouraged. Applications by men students might properly originate with the Counselor for Men, and for women students, as for the most part they do now, with the Counselor for Women.

If this degree of centralization is effected, it follows that the Counselors' offices should constitute a central repository for all records pertaining to student financial aid. This is now substantially accomplished in the office of the Counselor for Women; it is equally important that similar complete records be maintained for all men students. In this manner the financial need of any student can be at all times quickly ascertained and likewise the University's response to the total financial need of students can be accurately determined.

This integration of procedure in no way precludes the awarding of certain scholarships by the several colleges. It should in fact result in more equitable awards with greater facility and more expedition, for each awarding agency would have access to these records and each would either be relieved of applicants for aid or could request of the Counselors the submission of lists of candidates qualified on the basis of need.

Coordination of all student aid facilities naturally includes the administration of undergraduate employment. This function should be intimately associated with the awarding of loans and scholarships for it is a coordinate phase of the University's response to student financial need. All appeals for this type of need should be received wherever other financial aid is sought and records of employment should be filed for every student with the information recorded for him on loans and scholarships, thus affording an integrated picture of a student's need and how it has been met.

Thus incorporating undergraduate employment with the administration of other means of financial assistance will require a re-allocation of existing office space, the creation of new record forms, and some reapportionment of office personnel. Accomplishment of the proposal should, however, result in operating economies. The undergraduate financial problems which are bound to emerge from a war economy indicate the desirability of effecting as much coordination of student aid facilities as is possible at the earliest opportunity.

## STUDENT ACTIVITIES

Much of the Counselor's time this year has been devoted to a consideration of the campus program of student activities. His appointment in November, as Chairman of the Committee on Student Activities, involved also an obligation for supervision and control of this phase of student life beyond his responsibilities as a student counselor.

Acquaintance with Cornell's wide and diversified program of student activities is acquired slowly. Certain impressions, however, may be recorded at this time, with the understanding that they are tentative. Traditionally it would appear that the Cornell student program of extra-curricular activities has developed spontaneously and sporadically with the imposition of little University authority or guidance. To whatever extent, therefore, it may be proceeding in the interests of individual students and of the University is perhaps at least partly coincidental. On the whole student organizations appear to satisfy many needs, but at the same time they seem somewhat lacking in coherence and planned effort toward any common purpose.

Two steps are indicated by these observations which should give more meaning and strength to the student activities program. First, the whole complex of student organizations needs to be surveyed in order that its full scope and nature may be revealed. This is by way of quantitative and factual appraisal. There was last fall no complete record of these organizations anywhere in the University, and there should be one at all times, subject to annual review. Second, a qualitative appraisal of the activities program is in order with a view to developing consciousness of purpose and direction within the framework of some governing and all-embracing philosophy.

In pursuance of the first of these steps, a questionnaire was mailed in February to all student organizations designed to provide in the Counselor's office essential facts relating to these groups, their purposes, membership, fees, etc. This information is now being compiled. To insure at all times a complete roster of student activities, it may prove wise to require that all student organizations file with the Counselor of Students, as Chairman of the Committee on Student Activities, suitable notice of their existence and, in the case of newly formed groups, notice of their intentions. In effect, all student organizations might thus be properly registered with the Counselor's office, with such information as he may require, and the formation of all new groups would be subject, upon application, to the approval of the Committee on Student Activities.

The need for the second step, of qualitative appraisal, stems from the suspicion that activity or mere membership, rather than achievement, is the guiding principle which subconsciously lies beneath many student organizations. An extension of this attitude seems also to govern many elections and appointments to office, resulting too often in ineffective leadership and a consequent loss of one of the chief educational values of an extra-curricular program.

Reestablishment of the underlying philosophy of student activities and student leadership should emanate from the students themselves, but the staffs of Willard Straight Hall, the Cornell United Religious Work, and the Counselors of Students could do much to stimulate such basic attitudes and might well contribute by cooperative and organized effort to train student leaders in the exercise of critical judgment and coordinated effort.

Heartening signs of progress in this direction became evident in mid-winter with a student movement designed to revitalize purposes and effort in student organizations in the interest of fashioning a more democratic campus community. Student life henceforth on a wartime basis will require and will probably stimulate still further evaluation of the activities program.

#### FRATERNITIES

With over fifty local chapters, Cornell's constellation of fraternities is among the Country's largest. Taking root here shortly after the founding of the University, their growth has paralleled that of the University and from their inception they have proven to be a significant answer to a serious student housing problem. Particularly apparent is the *laissez-faire* attitude toward them on the part of the University which is perhaps quite in keeping with the traditional Cornell expression of freedom and responsibility. The University appears to have eschewed any responsibility for a student force of great magnitude. It may be fair to say that, subconsciously or otherwise, the Cornell Campus has in large measure come to be run by and for the fraternities. This situation may well have arisen through natural causes, but it is unfortunate that, except by sporadic complaints, the

University has avoided an obligation to its student body by holding aloof, except in moments of heated controversy, from a problem so vitally important to itself and to student life on the campus.

Certain members of the University faculty and administration have, to be sure, from time to time offered to cooperate with the fraternities on matters affecting their common interest, but the effort has not been a concerted one by any large group, nor has it resulted in the establishment of adequate means for the continuous exchange of ideas and the solution of mutual problems. This much seems clear, although the question is much too large to grasp on relatively short acquaintance.

During the year the Counselor of Students has had occasion to visit many fraternity houses and talk informally with a large number of fraternity men. Because these contacts were quite casual for the most part and did not constitute any very systematic approach to the fraternity problem, he began in March a series of scheduled conversations with house presidents individually which is at present little more than half completed. These talks have been most revealing and will be continued to the extent of at least one talk each year with the president of each fraternity chapter on the campus.

Two facts are highlighted so far, as a result of these discussions and the less formal talks with fraternity men. First, many of the fraternity men believe they are viewed with disfavor by the administration and consequently possess a somewhat defensive attitude toward the University. Passive resistance might characterize the feeling of a considerable number of them. Secondly, there is good evidence that in some instances neither the University nor the fraternities properly understand each other, with the result that the views or actions of one are frequently misinterpreted by the other.

There is no need here to discuss at length the many issues which for years have challenged the thought of university administrators and fraternity men. They are legion, and many are of great complexity. It is true, however, that the fraternities at Cornell are a powerful force in the life of the University; their potential values are considerable. They constitute, as housing units, an answer to the problem of university living which, by tradition and in their financial structure, is firmly entrenched here. If these facts are fairly stated, there is an obligation for the University to initiate and nurture the means for closer cooperation with the fraternities and a better mutual understanding than appears to exist at this time.

This does not mean that the fraternities should be subjected to University control, except in so far as the University possesses a responsibility for the welfare of all its students mentally, physically, and socially, and should therefore regard with concern their living arrangements. Precisely how the relationship between the fraternities and the University should be modified to bring about unity of purpose and common effort in service to Cornell is subject to further acquaintance and study. The literature of experience in university-fraternity relations indicates several available means for the accomplishment of this purpose. One which merits especial attention is the Alumni Interfraternity Council or Council of Fraternity Alumni Advisers. Whatever structure may later be devised, it will be the immediate purpose of the Counselor of Students to maintain close and continuous contact with Cornell's fraternities and with the Interfraternity Council which is their meeting ground. In the treatment of this problem, perhaps the best guide is the belief that undergraduate initiative must be nurtured and not stifled, and, equally basic the knowledge that young men of college age may often lack mature judgment in the conduct of their affairs. Clearly the University's responsibility for educating its students passes beyond the classroom into the common world of practical living which embraces the extraordinarily important problem of human associations, and herein lies the substance of fraternity life.

#### VOCATIONAL COUNSELING AND PLACEMENT

Within the purview of the Counselor of Students, as a student personnel service, is the vocational counseling and placement of senior men. A report of these services will be filed elsewhere by the Director of the University Placement Bureau, so

that these remarks may be considered purely supplementary and an expression of personal opinions.

The placement of graduates has proceeded well, under the competent direction of H. H. Williams but, because of the growing induction of men into military service, this service to students is for the time being much reduced. Despite this curtailment, adequate provision should be made for maintaining the office during the war and thereby keeping intact the cordial and effective relations with employers which are the result of many years of effort. During the War of 1917-18, university placement offices, which were maintained throughout the emergency, more than repaid their cost of maintenance, during the period when there were no men to place, by their planned readiness to grapple effectively with the difficult post-war employment problem.

A distressing accompaniment of the present war is the tendency of undergraduates to suspend all thought for peacetime occupations except in such fields as science, engineering, agriculture, and medicine, knowing full well that for the duration their sole effort must be in military service, war production, or agriculture. Their behavior in this respect is natural if unfortunate, and it pertains chiefly to students in liberal arts who heretofore have entered the business occupations in large numbers. Because any student's war experience, in whatever phase it may occur, can offer in one way or another rich preparation for peacetime endeavor, it would appear that undergraduates might well be encouraged to give thought now to occupational selection in order that their war experience may be more meaningful to them. Also, actual placement contacts made before entering military service may well reduce or even obviate the need for seeking employment after release from military duty.

If Cornell is to serve its students adequately with vocational information and counseling, greater provision must be made for both. This year a number of students have come to the Counselor's office for consultation on occupational selection. Vocational bibliographies and interest tests have been employed in these conferences when desirable, but the need is obvious for greater provision than now exists in the University libraries, in the Placement Bureau, or in the College offices, for assembled vocational information easily accessible to students. The logical place for a vocational library is the Placement Bureau. If, in time, the Bureau can be relieved of the burden of undergraduate placement, intimated elsewhere in this report, this would be possible. For the time being perhaps the nucleus of such a library could be assembled in the Counselor's office, if this should seem desirable.

As for counseling, if graduate and undergraduate placement are divorced, the latter being viewed as an adjunct of student aid, then the Placement Bureau, given more staff, would properly become the center for this function and might give it greater emphasis than has previously been possible. With the Director of the Placement Bureau otherwise employed at this time, the Counselor of Students is prepared to assist in the responsibility for vocational counseling until such time as more fitting arrangements can be made.

In connection with student counseling for war service, provision should early be made for vocational information to students who will not be inducted into military service. Adequate and effective means have yet to be established for advising these students of opportunities for training and employment in war industry. The Counselor of Students is prepared to offer his full assistance to the solution of this problem.

#### FRESHMAN INDUCTION AND ORIENTATION

In September, the Student Council planned and executed a program of welcoming freshmen under the title of Freshman Orientation. The purpose of this project was to welcome freshmen to the campus and introduce them to the facilities provided at Cornell for recreation and extra-curricular activities. This was almost entirely a student effort and, although authorized by the University administration, was in no other way a University project. In general, the freshmen liked the idea, especially the small discussion groups which provided an opportunity to talk with the upperclassmen.



At the December meeting of the University Faculty, the President appointed a special committee of seven members to submit plans of an official program for the opening days of the fall term. The Counselor of Students for men was made chairman, and the report of the Committee was presented to the University Faculty at its meeting in May. Working closely with members of the Student Council and latterly a Freshman Week Committee of that organization, as well as with the College offices, a Freshman Week program was prepared which embodies much of the student extra-curricular program of last fall but which makes possible also, through pre-registration college meetings, some introduction to the academic program of the University.

The program for freshmen for the opening days of the fall term covers six days prior to the first day of instruction, and will begin Friday, September 25. On the request of the Director of Clinical Medicine, this year charged with the responsibility of giving physical examinations, freshmen will be obliged to report on the campus three days before registration in order that medical examinations may be concluded before the return of upperclassmen. The opportunity thus afforded for the pre-registration instruction of freshmen in their several Colleges has been well utilized in the Freshman Week program and offers promise of relieving much of the confusion and haste which has previously attended the assignment of new students.

The induction of students during Freshman Week, as planned, is only in part an orientation process. In so far as this may be its purpose, both in the student program and in the scheduled meetings of the colleges, this Week can be at best the initial phase of efforts to help freshmen adjust to new found freedom and opportunities of university life. From the week of welcoming and indoctrination should ultimately stem provisions for the continuous orientation of freshmen, sophomores, and even upperclassmen depending upon their individual capacities for adjustment.

#### COUNSELING

During the course of the year, many students have come to the Counselor's office to discuss, in addition to the special subjects treated in the foregoing paragraphs, a great variety of questions. These have had their roots in medical and academic problems, in matters of housing, personal relations, and preparation for war service. Many visits have been voluntary; other students have come referred by students, officers, or faculty members of the University.

The basic problem of the counseling process is the satisfaction of individual needs in the most expeditious and effective way possible. This means a carefully determined counseling program which will permit the most advantageous use of the personnel resources of the entire University. And it means further the adequate development and careful assignment of counselors for whatever purpose. Important beyond measure is the need for making perfectly clear to all students the precise channels of approach on particular questions.

As a member of the Committee on Student War Service, the Counselor of Students has noted especially the need on this currently absorbing subject for better understanding on the part of students of the proper persons to approach for the information they are seeking.

A counseling service for five thousand or more students which will best answer their highly diverse and often complex needs requires continuous study and adjustment. The first year at Cornell has served mainly to introduce to the Counselor of Students a student personnel problem of great magnitude and many sides.

The counseling of students is essentially a qualitative problem. Certainly it cannot be significantly appraised on any other basis. Some interest however may, in this first year, attach to the number of students who were received at the Office of the Counselor of Students. Between September 22, 1941, and June 1, 1942, there were 1073 student visits. Of this number, 1005 were visits by men students and 68 by women students. There were 90 other visits, making a grand total of 1163 for this period. Of these totals, interviews were recorded on 492 students.

# PRESIDENT'S REPORT

## CONCLUSION

To conclude this report I am moved to express my gratitude for the helpful assistance extended to me throughout the University by students, the administration, the faculty, the local alumni, and other employees of Cornell. I wish to express particular appreciation to the Department of Buildings and Grounds and to the Manager of Purchases for their expedition and consideration in preparing and furnishing my offices under very trying circumstances. The friendliness of Cornell University has been everywhere apparent and has made possible a rapid first acquaintance with the University which has immeasurably facilitated my work this year.

DONALD H. MOYER,  
Counselor of Students.

## APPENDIX XVII

### REPORT OF THE DIRECTOR OF ADMISSIONS

*To the President of the University:*

SIR: The statistics of admissions to the several colleges of the University for September 1941 follow, arranged in tabular form to facilitate comparison with reports for past years.

TABLE I

This table shows the number of applicants and the number admitted to each of the undergraduate colleges. In counting applicants only those have been included who actually filed formal application on the University's regular blank as candidates for admission to the degree course. Those who merely expressed intention to apply, or those who actually applied for admission as special students (including the two-year special students in Agriculture) have not been counted in the total. As applicants for the Graduate School, the Medical College, and the Law School do not pass through this office they have likewise not been included.

Under "Admitted" are included those who met all University requirements and the requirements of the particular college concerned and were notified that they were entitled to matriculation as regular students—(whether they finally "registered" or not).

A. Applications and admissions from secondary schools:

	<i>Applied</i>	<i>Admitted</i>
Arts and Sciences.....	1420	555
Engineering.....	971	532
Architecture.....	51	32
Hotel Administration.....	163	87
Agriculture.....	736*	322
Home Economics.....	471	144
	<u>3812</u>	<u>1672</u>

\*These do not include 162 applicants for admission to the two-year special courses in the College of Agriculture of whom 98 were admitted.

B. Applications and admissions from other higher institutions (not including transfers from one college to another within Cornell University):

	<i>Applied</i>	<i>Admitted</i>
Arts and Sciences.....	275	87
Engineering.....	118	52
Architecture.....	23	9
Hotel Administration.....	49	19
Agriculture.....	157	32
Home Economics.....	100	15
Veterinary.....	255	14
	<hr/> 977	<hr/> 228

TABLE II

The students admitted direct from secondary schools (see Table I, A) divided as follows according to the method by which each one offered the greater part of his entrance credit:

Certificate from school.....	713
Regents examinations.....	940
College Board examinations.....	19
	<hr/> 1672

The number of schools using the Certificate Privilege in September 1941 was 371.

Many of the students offered credit by more than one of the three methods. The following shows the number offering credit by any one of the three.

Students presenting credit by certificate.....	1541
Students presenting credit by Regents examinations.....	950
Students presenting credit by College Board examinations.....	53

TABLE III

Freshmen admitted from private schools in the United States:

From schools in New York State.....	75
From schools in other Middle States.....	127
From schools in New England States.....	103
From schools in other states.....	69
	<hr/> 374

TABLE IV

The following table shows the number applying and the number admitted to the colleges of the University that permitted students to enter at the beginning of the summer term. The State Colleges of Agriculture and Home Economics, and the courses in Hotel Administration, did not permit the entrance of new students in June 1942. (The meaning of "Applied" and "Admitted" is defined under Table I.)

Very early in the Spring, as the schools and colleges of the country recovered from the initial shock of Pearl Harbor and again moved into their stride, it became clear that not more than a quarter of the students who are interested in entering Cornell had any wish to begin their work in the summer. By far the majority preferred to use the summer in some useful occupation connected with the war effort for the sake of gaining practical experience and in order to help finance their college education. By April it was certain that the great majority of new students would arrive at Cornell not in June but in September.

## PRESIDENT'S REPORT

	<i>Applied for June entrance</i>	<i>Admitted in June</i>
Arts and Sciences.....	159	95
Engineering.....	148	109
Architecture.....	1	1
Veterinary.....	168	10
	<hr/> 476	<hr/> 215

Prognostications in these changing times are hazardous. At this point in the summer, however, the signs are that the number of new students entering Cornell University in September 1942 may be nearly normal.

In my report for last year I pointed out that the number of applications had been increasing steadily for the past ten years, until, for entrance in September 1940, the number became the largest in the experience of the Office of Admissions: 4873. The number of applications for September 1941 was very slightly less: 4789.

E. F. BRADFORD,  
Director of Admissions.

# APPENDIX XVIII

## REPORT OF THE REGISTRAR

*To the President of the University:*

SIR: I have the honor to submit herewith my twelfth annual report as Registrar of the University. The report covers the academic year 1941-42 including the Summer Session of 1941 and, for convenience, work between the end of the second term of 1940-41 and July 1, 1941 but excluding work between the end of the second term of 1941-42 and July 1, 1942.

TABLE I  
THE YEAR 1941-42

	Days in Session	Sun- days	Holi- days	Vaca- tion	Total
Summer Vacation, June 17-July 6. . . . .				20	20
Summer Session, July 7-Aug. 15. . . . .	35	5			40
Summer Vacation, Aug. 16-Sept. 21. . . . .				37	37
First term, Sept. 22-Jan. 31. . . . .	98½	14			112½
Thanksgiving Vacation, Nov. 20-Nov. 23. . . . .				4	4
Christmas Vacation, Dec. 21-Jan. 4. . . . .				15½	15½
Spring Vacation, March 29-April 5. . . . .				8½	8½
Second term, Feb. 2-May 25. . . . .	90½	14			104½

TABLE II  
ATTENDANCE FOR THE YEAR 1941-42

	Grad- uate	Class 1946	Class 1945	Class 1944	Class 1943	Class 1942	2 Year Spec. Agr.	Spec- ial	Total	Dupli- cates	Net Total
Agriculture											
Men. . . .		1	276	260	273	225	186	27	1248		
Women. . . .			50	45	39	45	4	27	210		
Total. . . .		1	326	305	312	270	190	54	1458		
Architecture											
Men. . . .		23	27	16	24	18		1	109		
Women. . . .		10	12	4	4	3			33		
Total. . . .		33	39	20	28	21		1	142		
Arts											
Men. . . .			351	351	241	234		13	1190		
Women. . . .		4	217	171	150	158		4	704		
Total. . . .		4	568	522	391	392		17	1894		
Engineering											
Men. . . .		159	501	397	278	239		1	1575		
Women. . . .		3	1			1			5		
Total. . . .		162	502	397	278	240		1	1580		
Graduates											
Men. . . .	576								576		
Women. . . .	146								146		
Total. . . .	722								722		
Home Economics											
Men. . . .			142	132	109	119		10	512		
Women. . . .			142	132	109	119		10	512		
Total. . . .								1	150		
Law											
Men. . . .				50	42	57			12		
Women. . . .				6	4	2			162		
Total. . . .				56	46	59		1	297		
Medicine											
Men. . . .			80	67	76	72		2	17		
Women. . . .			5	5	4	3			314		
Total. . . .			85	72	80	75		2	150		
Veterinary											
Men. . . .			42	33	33	42			7		
Women. . . .			3	1	1	2			157		
Total. . . .			45	34	34	44			301		
Hotel											
Men. . . .		1	86	77	77	60			18		
Women. . . .		1	10	3	2	2			319		
Total. . . .		2	96	80	79	62			5596	101	5495
Total											
Men. . . .	576	184	1363	1251	1044	947	186	45	1064	11	1053
Women. . . .	146	18	440	367	313	335	4	41	7260	112	7148
Total. . . .	722	202	1803	1618	1357	1282	190	86			



## PRESIDENT'S REPORT

## DISTRIBUTION OF DUPLICATES\*

	<i>Men</i>	<i>Women</i>	<i>Total</i>
Agriculture—Veterinary.....	1		1
Architecture—Engineering.....	1		1
Arts—Agriculture.....	11	5	16
Arts—Architecture.....		1	1
Arts—Engineering.....	12		12
Arts—Hotel.....	1		1
Arts—Law.....	18	1	19
Arts—Medicine.....	3		3
Engineering—Hotel.....	1		1
Engineering—Arts.....	3	2	5
Graduate School—Graduate School.....	22	13	35
Graduate School—Home Economics.....		1	1
Graduate School—Summer Session.....	203	195	398
Graduate School in Summer Session—Graduate School (Personal Direction).....	6	3	9
Graduate School (Personal Direction)—Graduate School.....	49	4	53
Graduate School in Summer Session (Candidate Degree only)—Graduate School.....	1	1	2
Summer Session—Agriculture.....	21	3	24
Summer Session—Architecture.....		2	2
Summer Session—Arts.....	58	32	90
Summer Session—Engineering.....	170		170
Summer Session—Home Economics.....	1	6	7
Summer Session—Hotel.....	4	2	6
Summer Session—Veterinary.....	1		1
<b>Total.....</b>	<b>587</b>	<b>271</b>	<b>858</b>

\*To accompany Table II, showing attendance for the year 1941-42.

TABLE III

## ATTENDANCE AT SUMMER SESSIONS, ETC., 1941-42

	<i>Men</i>	<i>Women</i>	<i>Total</i>
Graduate, Personal Direction.....	87	20	107
Graduate, 1941 Summer Session.....	203	192	395
Summer Session, 1941.....	832	815	1647
Summer Session, Law, 1941.....	42	2	44
Short Winter Course, Agriculture, 1941-42.....	44	5	49
Extramural Course.....	33	45	78
Candidates for Degree Only.....	36	8	44
Federal Engineering Defense Training Program.....	4306	48	4354

TABLE IV

## MATRICULATES

	<i>Men</i>	<i>Women</i>	<i>Total</i>
Graduate.....	217	87	304
Advanced Standing.....	171	79	250
First Year.....	1356	439	1795
Special Students.....	17	15	32
2 Year Special Agriculture.....	92	2	94
Medicine (New York City).....	72	5	77
Summer Session, 1941.....	255	462	717
Summer Graduate (Personal Direction).....	4	2	6
<b>Totals.....</b>	<b>2184</b>	<b>1091</b>	<b>3275</b>
<b>Duplicates.....</b>	<b>105</b>	<b>53</b>	<b>158</b>
<b>Net Totals.....</b>	<b>2079</b>	<b>1038</b>	<b>3117</b>

# REGISTRAR'S REPORT

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TABLE V  
DEGREES

September 1941; January 1942; May 1942

	<i>Men</i>	<i>Women</i>	<i>Total</i>
A.B.....	199	149	348
B.Chem.....	1		1
B.S. (a)*.....	200	40	240
B.S. (b).....		104	104
B.S. (c).....	47	1	48
D.V.M.....	41	2	43
B.Arch.....	14		14
B.Fine Arts.....		3	3
C.E.....	1		1
B.C.E.....	35		35
B.M.E.....	63		63
E.E.....	2		2
B.E.E.....	24	1	25
B.S. in A.E.....	73		73
Chem. Engr.....	18		18
A.M.....	22	36	58
A.M. in Education.....	1	1	2
M.Arch.....	1		1
M.Chem. Engr.....	1		1
M.C.E.....	5		5
M.S.....	26	20	46
M.S. in Education.....	21	14	35
M.S. in Agriculture.....	9		9
M.S. in Engineering.....	10		10
LL.B.....	57	2	59
J.S.D.....	1		1
Ph.D.....	106	13	119
M.D.....	72	3	75
Total.....	1050	389	1439
War Alumnus.....	1		1

\*a, means Agriculture; b, Home Economics; c, Hotel Administration.

TABLE VI  
TABLE SHOWING BY YEARS THE NUMBER AND KINDS OF DEGREES GRANTED  
BY CORNELL UNIVERSITY  
1937-1942

FIRST DEGREES							
	Before 1938	1938	1939	1940	1941	1942	Total
Bachelors of Arts.....	10,727	362	384	415	380	348	12,616
Bachelors of Chemistry.....	724	21	20	26	31	1	823
Bachelors of Literature.....	52						52
Bachelors of Philosophy.....	484						484
Bachelors of Letters.....	204						204
Bachelors of Science.....	3,712						3,712
Bachelors of Science in Chemistry.....	9						9
Bachelors of Science in Natural History.....	4						4
Bachelors of Science in Agriculture.....	357						357
Bachelors of Science in Architecture.....	123						123
Bachelors of Architecture.....	703	16	17	9	12	14	771
Bachelors of Agriculture.....	30						30
Bachelors of the Science of Agriculture.....	127						127
Bachelors of Veterinary Science.....	4						4
Doctors of Veterinary Medicine.....	981	31	40	43	38	43	1,176
Graduate in Pharmacy.....	1						1
Pharmaceutical Chemists.....	2						2
Bachelors of Civil Engineering.....	161			3	22	35	221
Civil Engineers.....	2,944	22	38	29	9	1	3,043
Bachelors of Mechanical Engineering.....	57			2	40	63	162
Mechanical Engineers.....	6,144	46	43	40	8		6,281
Forest Engineers.....	17						17
Bachelors of Fine Arts.....	25	2	1	3	2	3	36
Bachelors of Electrical Engineering.....					15	25	40
Electrical Engineers.....	738	19	24	17	13	2	813
Bachelors of Landscape Architecture.....	66	6	7	2	1		82
Bachelors of Science (College of Agriculture).....	1,994	237	254	268	287	240	3,280
Bachelors of Science (College of Home Economics).....	1,037	89	87	104	121	104	1,542
Bachelors of Science (Hotel Management).....	325	43	49	44	71	48	580
Bachelors of Chemical Engineering.....					1		1
Chemical Engineers.....	23	14	8	12	16	18	91
Bachelors of Science in Admin. Engineering.....	164	55	35	55	61	73	443
Bachelors of Law.....	2,261	48	53	55	52	59	2,528
Doctors of Law.....	2,010	66	63	70	63	75	2,347
Doctors of Medicine.....							
Total First Degrees.....	36,270	1077	1123	1197	1243	1152	42,062
War Alumni.....	310	2		1	2	1	316

## ADVANCED DEGREES

	Before 1938	1938	1939	1940	1941	1942	Total
Architects.....	1						0
Civil Engineers.....	20						21
Mechanical Engineers.....	1						1
Masters of Arts.....	1,673	65	81	79	65	58	2,021
Masters of Philosophy.....	10						10
Masters of Letters.....	9						9
Masters of Science.....	1,039	76	69	84	93	46	1,407
Masters of Science in Agriculture.....	388	15	17	17	18	9	464
Masters of Science in Architecture.....	19						19
Masters of Chemical Engineering.....			2		1	1	4
Masters of Civil Engineering.....	259	16	11	6	5	5	302
Masters of Mechanical Engineering.....	266	4	3	3	2		278
Masters of Electrical Engineering.....	52	1	1				54
Masters of Law.....	62	1		1	1		65
Masters of Landscape Design.....	21						21
Masters in Forestry.....	82	4					86
Masters in Architecture.....	40	1	1	2	1	1	46
Masters of Landscape Architecture.....	6	1	1				8
Masters of Fine Arts.....	6	1		1			8
Masters of Chemistry.....	21	2					23
Masters of Arts in Education.....	65	7	4	4	2	2	84
Masters of Science in Education.....	70	33	28	38	26	35	230
Masters of Veterinary Medicine.....	1						1
Masters of Science in Engineering.....	24	11	22	18	23	10	108
Doctors of Science.....	20						20
Doctors of Philosophy.....	2,385	131	130	131	167	119	3,063
Doctors of Law (Honorary).....	2						2
Doctors of the Science of Law.....	7					1	8
Total Advanced Degrees.....	6,549	361	370	384	404	287	8,363
Grand Total.....	42,819	1446	1493	1581	1647	1439	50,425

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TABLE VII

TABLE SHOWING THE NUMBER OF STUDENTS IN EACH COURSE SINCE 1936-37

	1937-38	1938-39	1939-40	1940-41	1941-42
Agriculture.....	1513	1616	1651	1568	1458
Architecture.....	129	136	140	147	142
Arts and Sciences.....	1980	1886	1827	1881	1894
Engineering.....	1025	1045	1269	1384	1580
Graduates.....	955	1050	1000	907	722
Home Economics.....	449	479	479	492	512
Hotel Administration.....	271	291	326	326	319
Law.....	149	186	207	191	162
Medicine.....	289	288	296	295	314
Veterinary.....	154	163	164	160	157
Total excluding Duplicates.....	6684	7055	7174	7315	7148
Extramural Courses.....	99	85	95	53	78
Extramural Courses Engineering.....				123	
Federal Engineering Defense Training Program.....				1464	4354
Graduate Work in Summer.....	836	784	782	755	502
Summer Session.....	1986	2057	2062	1986	1647
Winter Agriculture.....	96	126	124	103	49
Candidates for Degree Only.....		35	30	40	45

TABLE VIII

AGE AT GRADUATION

The following table shows in years and months the age at graduation. For the age at graduation, taken at ten-year periods from 1870 to 1900, and at five-year periods from 1900 to 1930, see the Report of the Registrar, 1933-34.

	Class of 1935			Class of 1940		
	Minimum	Median	Maximum	Minimum	Median	Maximum
Agriculture						
Men.....	19-8	22-10	39-3	20-1	22-9	40-3
Women.....	20-7	21-11	26-8	19-10	21-8	31-2
Architecture						
Men.....	21-3	23-5	44-2	21-6	24-4	28-1
Women.....	22-5	23-3	24-1	21-4	23-5	24-9
Arts						
Men.....	18-11	21-8	28-1	19-2	21-10	33-3
Women.....	19-8	20-6	27-9	19-11	21-6	36-3
Engineering						
Men.....	20-	22-3	39-10	20-2	22-5	48-9
Women.....				25-8	25-8	25-8
Home Economics						
Men.....	21-5	22-7	25-9	20-	22-11	27-2
Women.....	19-2	22-1	36-4	19-7	22-	37-
Veterinary						
Men.....	20-9	23-4	61-8	20-6	24-	29-6
Women.....				21-7	22-6	25-1
Masters						
Men.....	20-7	27-7	72-5	21-1	27-9	55-10
Women.....	20-2	27-5	47-4	21-6	27-7	50-6
Doctors of Philosophy						
Men.....	24-	29-3	47-3	23-2	29-6	49-5
Women.....	20-7	27-2	46-10	24-9	34-11	45-8
Law						
Men.....	22-	24-5	27-2	21-11	24-4	29-2
Women.....				24-	25-2	26-7
Medicine						
Men.....	22-11	25-11	35-3	22-11	25-10	30-1
Women.....	24-3	26-6	36-9	24-3	26-3	33-5
War alumnus						
Men.....				51-2	51-2	51-2

TABLE IX

In the report for 1939-40, and again in the report for 1940-41, it was possible to publish the averages of undergraduates in the several colleges of the University. Because of the greatly increased burden on the Registrar's office since Pearl Harbor it is not practicable this year to give the averages for the several colleges. As a matter of record, however, it seems worth while to print the following table of averages for five groups of undergraduates.

## PRESIDENT'S REPORT

## 1940-41 AVERAGES

All Sorority.....	77.78
All Undergraduate Women.....	77.48
All Undergraduates.....	75.48
All Undergraduate Men.....	74.90
All Fraternity.....	74.22

TABLE X

In the preceding paragraph I mentioned "the greatly increased burden on the Registrar's office." As concrete evidence I present the following tabulation of the issue of transcripts of records for the first six months of the year 1941 and of the year 1942. The demand for transcripts of records for students, present or past, entering the armed services or various other endeavors connected with the war, has more than doubled.

## THE ISSUE OF TRANSCRIPTS

	1941	1942
January.....	393	1,000
February.....	633	867
March.....	448	1,073
April.....	357	781
May.....	355	786
June.....	413	1,079
Total.....	2,599	5,586

E. F. BRADFORD,  
Registrar.



## APPENDIX XIX

REPORT OF THE DIRECTOR OF THE  
UNIVERSITY PLACEMENT BUREAU

*To the President of the University:*

SIR: I have the honor to present the report of the University Placement Bureau for the year 1941-42.

## GENERAL

The story of the University Placement Bureau during the past year is a reflection of our country's change in economic and political status in the world. A year ago we were still at peace, but embarked on a tremendous program of producing the tools of war, mostly for other nations. Now we are a full partner in the struggle, with our own army and navy to equip and supply, as well as those of our allies.

A year ago jobs were plentiful, all varieties of jobs. What are now classed as "non-essential" businesses and industries were experiencing good times and opportunities for the non-technical as well as the technically trained men and women were greater than in many years past. Selective Service had as yet had no serious effect on the normal employing procedure, many companies being eager to select men who would come to them after the eighteen-month period of their army service was completed. Industry had not lost many of the employees it considered essential.

Now there are still many jobs, but these jobs have a very definite pattern. They are "war industry" and "essential occupation" jobs almost exclusively. Men are not employed unless there is reason to believe that they are ineligible for military service or that the work which they will do is so necessary to the war effort that they will be deferred because of it. Women are in great demand, both in technical fields where the shortage of men has become so acute, and as replacements for men in the occupations which do not contribute directly to the war. Those not eligible for military service are eager to make their work contribute as directly as possible. There is a continuous shifting of men and women from less essential to more essential activity. And woven all through the pattern of civilian war jobs are the requirements of the armed forces, which have need for all able bodied men for the duration.

In such a picture a college or university placement service has a part. Manpower is a basic problem in the government war agencies, in the armed forces with their many specialized demands, and in our war industries. A university placement office is the channel through which its large body of alumni and its graduating students can be reached most effectively in the search for trained men and women. It is in a position to advise them intelligently concerning the fields of their greatest usefulness, and to place their qualifications before those who have most need of them. The Cornell University Placement Bureau has as its one aim the furnishing of a useful and productive placement service available to the government and to employers. Its efforts the past year have been to develop such a service as effectively as possible.

The nature of the Bureau's work has changed accordingly. It has deliberately discouraged the listing of specific openings by employers with the Bureau. Much useless correspondence has been saved by taking the initiative in telling employers just what personnel is available through this office rather than to search or wait for detailed descriptions of the many positions constantly open in any organization. Every two or three weeks a "Registrants Available" bulletin goes to some eight hundred companies, keeping them constantly posted concerning Cornellians available for employment. Descriptions of each registrant are brief but complete enough for the employer to determine quickly whether or not the candidate is of interest to him. These bulletins are further discussed under the "Alumni Placement" Section of this report.

## PRESIDENT'S REPORT

A serious effort has been made to make known to alumni in general the availability of the Bureau as a headquarters for war service information. In addition, particular attention has been given to the problem of finding women qualified for the many new positions in which they are needed, or those willing to undertake training for such positions. This phase of the Bureau's work will become even more important during the coming year.

## ALUMNI PLACEMENT

The nature of the Bureau's alumni placement work has been suggested above. Because of the emphasis on making records available to employers without waiting for specific requests, the number of individual jobs listed with the office has actually declined this year. On the other hand, the records sent out in our "Registrants Available" bulletins have stimulated tremendous interest on the part of employers and have been the cause of a surprisingly large number of employer-candidate negotiations.

TABLE I

## ALUMNI PLACEMENT STATISTICS

<i>University Placement Bureau</i>	<i>1942</i>	<i>1941</i>	<i>1940</i>
Number of placements.....	32	34	33
Number of positions listed.....	620	746	400
Number of active registrants.....	356	428	568
*Number of inactive registrants.....	1863	1614	1368
<i>Employment Service of the Cornell Club of New York, N. Y.</i>			
Number of placements.....	29	62	55
Number of positions listed.....	630	350	320
Number of active registrants.....	260	360	410
Number of inactive registrants.....	2030	1810	1590
<i>Registrants Available Bulletin Results</i>			<i>1942</i>
Number of candidates listed.....			214
Number of candidates listed of interest to employers.....			172
Total number of individual records forwarded.....			1018
Number of companies on mailing list.....			757
Number who made use of the service.....			316

\*In addition, there are 1491 registrations of former seniors on file.

It should be noted that the number of positions actually offered to our registrants has been considerably higher than normal even though our group of active registrants has been smaller and placements fewer. Registrants have often had the choice of several new jobs only to discover that developments in their own organizations made it desirable or necessary to remain.

Again the Bureau wishes to acknowledge with deep appreciation the contribution of time and effort which its volunteer alumni field secretaries have made in their active support of the placement work; the substantial financial contribution of the Cornell Society of Engineers to the Employment Service of the Cornell Club of New York; and the material help of the Cornell Club of New York in providing financial assistance as well as quarters and facilities for the New York Placement Service which bears its name.

## SENIOR PLACEMENT

It is to be expected that statistics on the employment status of those graduating in February and May, 1942 would indicate a noticeable decrease in the number remaining unemployed. The data is presented in the following table.

TABLE II  
EMPLOYMENT OF 1942 GRADUATES  
*Placements Reported to the Bureau and the Several Colleges and Departments  
as of June 20, 1942*

College	Positions Reported June 20	Armed Forces	Con- tinuing Studies	Total Class	Percent Reporting as of June 20 1942	Unemployed or not 1941	Unemployed or not 1940
<i>Agriculture:</i>							
Men.....	73	78	11	192	16%	33%	36%
Women.....	20	..	6	38	32%	63%	62%
<i>Architecture:</i>	4	8	..	15	20%	28%	50%
<i>Arts &amp; Sciences:</i>							
Men.....	29	74	45	167	11%	21%	21%
Women.....	40	..	35	124	39%	51%	66%
<i>Engineering:</i>							
A.E.....	21	42	..	66	5%	4%	17%
C.E.....	17	13	1	34	9%	3%	29%
E.E.....	15	16	..	32	3%	4%	25%
M.E.....	25	30	2	60	5%	4%	17%
Chem. Eng....	13	5	..	18	0%	12%	8%
<i>Home Economics:</i>	68	..	2	105	33%	45%	34%
<i>Hotel:</i>	10	37	1	51	6%	3%	14%
<i>Veterinary:</i>	22	1	..	43	47%	26%	19%
Total.....	357	304	103	945	19%	31%	34%

Figures always need some explanation. Those for the College of Veterinary Medicine above indicate only twenty-three of the forty-three as employed. Actually every man in the group has the choice of one or two positions or of entering the Army. The State examinations are given near the end of June and in the case of the twenty not reported as employed, a decision could not finally be made until the results of these examinations were available.

The number of company recruiters visiting the campus was smaller than a year ago. Many in non-essential industries gave up their plans to take on college men this year and suspended their training programs. Others were warned against coming because candidates with the training they wished were already all employed.

#### UNDERGRADUATE PLACEMENT

*Summer Placement:* The scarcity of farm labor and the large number of positions open in essential industries has made it possible for almost every undergraduate to obtain a well-paid job along the lines of his college training. For this reason the interest in such peace-time semi-recreational jobs as camp counseling has been very low. The University's accelerated program in Engineering and Veterinary Medicine has removed many students from the list of employables. Figures reported below are for jobs listed and positions filled directly through the University Placement Bureau. The College of Engineering, the Hotel School, the College of Agriculture, the College of Home Economics, and the College of Architecture have had ample opportunity to place most of their own students available for summer work.

TABLE III  
SUMMER PLACEMENT DATA

	1942	1941	1940
<i>Placements Reported</i> .....	58	30	39
<i>Calls</i>			
For Camp Work.....	72	61	31
For Other Work.....	77	60	42
<i>Registrations</i>			
For Camp Work.....	70	165	145
For Other Work.....	227	337	332

## PRESIDENT'S REPORT

*Term-time placement:* This past year, for the first time, the part-time placement work was so organized that accurate statistical data, such as that presented below, has been available. There are no comparable figures for most of the items in past years but there are many evidences that the financial status of the student body has improved. Fraternities and householders found real difficulty in securing good student help, or any at all in many cases. The amount of NYA money available was approximately 63½% of that available a year ago, and yet the actual need for that form of assistance was more adequately met than in 1941. It is significant that although each NYA worker has been allowed to earn \$135 in the nine months, as previously, actual average earnings per student declined from \$108.30 to \$94.30.

TABLE IV

## PART-TIME WORK STATISTICS

Registration for part-time work .....	904
Calls for part-time workers:	
From University departments .....	88
From private homes .....	661
From business organizations .....	37
From fraternities and sororities .....	169
Total .....	955
Student Earnings through above calls:	
231 students earned 34,430 meals, value .....	\$10,329.00
26 students earned 167 months room rent, value .....	2,004.00
6 students earned 46 months room and board, value .....	1,932.00
335 students earned through cash jobs .....	3,327.94
Total .....	\$17,592.94
The NYA payroll for the year was .....	46,366.10
Total earnings through the Bureau .....	\$63,959.04

TABLE V

## SUMMARY OF MONTHLY N.Y.A. PAYROLLS

Month	1941-42		1940-41	
	Number of Students Aided		Payroll	
	1941-42	1940-41	1941-42	1940-41
Oct. ....	438	520	\$5,374.67	\$6,300.57
Nov. ....	473	541	6,561.03	8,448.44
Dec. ....	460	547	6,437.06	7,710.63
Jan. ....	434	555	5,543.09	6,521.60
Feb. ....	413	535	5,773.94	9,304.41
Mar. ....	379	598	5,334.72	10,760.08
Apr. ....	351	571	5,674.21	9,557.30
May. ....	311	557	4,514.40	9,855.10
June. ....	84	345	1,152.98	4,444.29
Total earnings .....			\$46,366.10	\$72,902.42
Total number of students aided .....			492	673
Average per student .....			\$94.30	\$108.32

There has never been available any information as to the employment of students directly by the various departments and administrative offices of the University, except Residential Halls. This has been principally because payroll accounts are not set up to isolate or identify student employees, and because

many are paid by voucher. The Bureau made a serious effort to study this question and discovered that a rather large sum of money is earned by students working on the campus. This is reported as Item 3 in the following table.

TABLE VI

## SUMMARY OF ALL EARNINGS BY UNDERGRADUATE STUDENTS

<i>Source</i>	<i>Number of Students</i>	<i>Amount</i>
Fraternity and Sorority meal jobs.....	593	\$96,320.00
University Dining Halls.....	526	87,000.00
University Departments.....	316	39,990.00
Student Agencies.....	112	9,500.00
*Odd cash jobs.....	534	15,563.00
Local Restaurants.....	41	9,678.70
NYA.....	492	46,366.10
*Total.....	2,612	\$304,417.80

\*This item is low by the number of students who obtained work off campus without the assistance of the University Placement Bureau and by the total of the earnings of this group.

## PERSONNEL

Several changes in the personnel of the Bureau should be reported. Upon the resignation of Miss Margaret Cornell in August, Miss Mary Stewart, BS '38, became secretary to the Bureau, and about the same time Miss Jane Ellis resigned and was replaced by Miss Ruth Howell, AB '40. The work of the Bureau has proceeded smoothly with their excellent assistance. In May Mr. C. A. Smith, formerly in charge of the part-time placement work of the Bureau, became its assistant director and Mr. Russell J. Carter, jr., AB '41, joined the staff to replace Mr. Smith in his former work. These changes were made necessary when the Director of the Bureau assumed additional duties elsewhere on the Campus.

HERBERT H. WILLIAMS,  
Director of the University Placement Bureau.



## APPENDIX XX

REPORT OF THE ACTING DIRECTOR OF PHYSICAL  
EDUCATION AND ATHLETICS

*To the President of the University:*

SIR: It is my pleasure to submit the report of the Department of Physical Education and Athletics for the year 1941-42.

We take pride in announcing that the past year disclosed an unusually large number of participants in intercollegiate athletics and intramural sports. Over 900 undergraduates took part in varsity and freshman athletics and approximately two-thirds of other male undergraduates participated in the intramural program.

Activities in the women's branch of physical education also confirm a general trend on the campus to respond to the nation's need for physically fit young men and women. Approximately 800 women took part in an expanded extra-curricular program this past term. This was in addition to the regular class schedule.

The Board of Physical Education and Athletics advocated this past December a program of compulsory physical training for all male undergraduates. This proposal was not acceptable to the faculty and now the Board reaffirms its willingness to again sponsor such a war measure to start with the fall term of school.

The condition of the Schoellkopf plant is satisfactory and should require little in the way of major repairs during this emergency. A men's locker room was added to the golf club house this past year and a tool shed was built for the greenskeeper. The entrance to Schoellkopf Hall was remodeled and \$5000 was again expended on the Crescent to continue a program of rehabilitation which started four years ago. The tennis courts at Risley were resurfaced and new fencing placed around the courts.

The physical education plant is more apparently inadequate now than at any other previous time. The realization of inadequacy becomes sharply acute during a period when the University is expected to multiply its efforts to fit its charges for the strenuous roles they will be expected to play presently. It becomes now a problem of greater magnitude, for not only do we have a duty to our undergraduates, but also to the men sent here for training from the Army and Navy. It is all too evident that the unprepossessing indoor facilities offered are unbecoming to a great university such as Cornell.

Like many another department we have lost some valuable staff members to war service, but capable replacements have been found so that the department is well able to carry on its work.

For the sixth successive year we are able to report an operating surplus in the division of intercollegiate athletics. From a balance of \$54,466.66 for the year ending June 30, 1942, \$31,242.60 will be applied against our indebtedness to the University, thus reducing it to \$50,000; \$23,246 will be held in reserve for 1942-43.

ROBERT J. KANE,  
Acting Director of Physical Education and Athletics.

## APPENDIX XXI

## REPORT OF THE DIRECTOR OF THE INFIRMARY AND CLINIC

*To the President of the University:*

SIR: I have the honor to present the report of the Infirmary and Clinic for the year 1941-42:

Experience gained from operation of the Infirmary and Clinic last year resulted in more efficient operation this year. A notable staff stimulus was received in October when the Infirmary and Clinic was accredited by the American College of Surgeons as an "approved hospital." Crystallization of ideas regarding possible improvements resulted in expansion of service, namely: emergency room service, a diagnostic clinic, consolidation of clinic and infirmary charts, study of the excuse system, and the development of emergency hospital teams and equipment for the Office of Civilian Defense.

The emergency room service made more complete the clinical service to the student body. At all times during the year a physician was on duty for emergency calls. There was a charge for this service over the Infirmary fee. The wisdom of the emergency system was proved when, at the end of the year, 82 calls (mostly at night) were found to have been made.

A diagnostic clinic at the Infirmary was set up, the professional supervision of which was carried by the Director. This clinic accepted cases from the Department of Preventive Medicine for diagnosis of conditions found on routine physical examinations. Cases were also referred from the general clinic for more detailed study than could be given there, and many athletes were studied for physical fitness for athletics.

Progress in correlating clinic charts and hospital charts was made. These charts became available for the class of 1945 and will be used for each succeeding class until all students have but one chart on which is recorded all ambulatory and hospital diagnoses and treatment.

During the year a definite effort was made to work out with the academic faculty a fair and, so far as possible, an accurate evaluation of students' illnesses in relation to academic failures. More clarification will be necessary before a common understanding of this problem is attained. A thorough investigation of the failures in one college resulted in the conclusion that less than 3 per cent of the failures in that college were on a medical basis. With this data at hand for one college, it appears to be important to develop a campus-wide understanding that excuses for missing classes, by and large, do not need to be recorded at the clinic. It appears that a large number of visits to the medical clinic during the past year were made for the purpose of satisfying the rules adopted by the separate college faculties.

The University Infirmary and Clinic cooperated with the Office of Civilian Defense and responded to the request of that office that emergency teams of physicians and nurses be organized and that sterile goods for operating room use be expanded to meet the needs of ten successive abdominal operations without resterilization—this being the quota set for the Infirmary and Clinic by the Office of Civilian Defense.

## STUDENT MEDICAL CLINIC

This clinic was operated on the same general policy as the year before. Service at the clinic was improved by the enlargement of the waiting room space. The absence of respiratory infections and contagious diseases in epidemic proportions, together with the decreased number of students enrolled in the University, resulted in a reduction in the number of visits to the clinic from the former year. There were 27,464 visits for conditions ranging from slight complaints to the onset of major illnesses.

No new specialty clinics were started other than the diagnostic clinic which was held at the Infirmary. At the diagnostic clinic 86 cases were thoroughly studied. Toward the end of the year this clinic also became active in the study of

students rejected for commissions by the armed services because of physical defects. The three specialty clinics of former years were continued, namely those dealing with skin infections, athletic injuries, and mental hygiene.

*Skin Clinic:* The attendance at the skin clinic was the largest in its history, although the number of new patients admitted was below former years. Doctor Gould continued to supervise the diagnosis and treatment of 260 new patients, requiring 3,334 visits. It is of interest to note that the clinic encountered 45 varieties of skin diseases during the year. Acne vulgaris and eczema have an adverse effect upon the social life of students, the implications of which are many. It is gratifying to observe improvement in the emotional reactions of men and women concomitant with the improvement of these conditions. Treatment for the remaining 43 varieties of skin afflictions was necessary for reasons other than cosmetic.

*Mental Hygiene Clinic:* From the onset of war to the end of the year, emotional maladjustment in the student body did not increase as one might expect. Doctor Darling experienced slight changes from the usual pattern during the year. He was able, however, to give more time to mental hygiene counseling. This was made possible by his release from the routine physical examination hours in the Department of Preventive Medicine. New patients referred to Doctor Darling totaled 112; and 20 patients of former years continued to consult him. It is gratifying to know that the faculty as a whole calls to the attention of the mental hygienist undergraduates, particularly freshmen, who appear to have abnormal reactions. During the year it was necessary for the mental hygienist to advise twelve students to withdraw from the University. Of these twelve, three were advised to withdraw permanently. One suicide occurred; a freshman who had not consulted a physician.

*Athletic Clinic:* The number of students examined for athletics was 1160. Of these, 984 were registered for at least one sport. There were 178 injuries which required 2086 consultations in the athletic clinic; 19 required care at the Infirmary. Two hundred fifty-five consultations were required from outside the clinic, namely: 108 x-ray; 10 dental; 12 eye, ear, nose, and throat; and 23 surgical, two of which required operative procedures. Table I shows for each sport the number registered, the number of injuries, the number losing time from classes, the amount of time lost, and the medical result. Forty-one students lost 198 days from classes. The average loss of time by the 41 students was 4.8 days. The average loss of time per injury for all athletes was 1.1 days.

#### INFIRMARY

Admission to the Infirmary totaled 1822 patients. On May 25, the end of the academic year, there were 14 patients remaining, leaving a total of 1808 discharged during the year. Of the 1808 discharged, 1280 were men and 528 were women. Coronary occlusion resulted in the death of one student a few minutes after admission to the Infirmary. A post-mortem examination confirmed the diagnosis. There were 644 visits to the Infirmary out-patient clinic during hours when the student medical clinic was closed. (See Table II.)

*Medical Staff:* Well attended meetings of the medical staff were held monthly. Informal meetings were held during the year each Sunday morning. Attendance at these meetings was not compulsory. Interesting clinical discussions helped to improve the voluntary attendance. During the second term, clinical programs gave way to instruction in the methods of teaching first aid.

The medical staff performed its professional work with credit to itself and the institution. No serious violation of the rules and regulations occurred during the year. Four resignations were received before May 25 because of calls to active service or because previous commitments were moved ahead.

*Medicine:* Medical admissions numbered 1429. Of this number, 57 were for communicable diseases. Thirty-four of the medical patients were under private care. For the 1395 patients cared for by the house and attending staffs, 109 consultations were required as follows: 23 surgical; 2 medical; 28 eye, ear, nose, and

throat; 3 gynecological; 1 allergy; 19 psychiatric; and 33 health officer. A small epidemic occurred in October when forty-eight cases of epidemic pleurodynia were admitted to the medical wards over a period of three weeks.

*Surgery:* Surgical patients numbered 379. Of these, 91 were under the care of private surgeons. Of the total group, 71 required operations, major and minor. Major operations were as follows: 12 tonsillectomies; 26 appendectomies; 4 exploratory laparotomies; 1 hysterectomy; 4 excision of knee cartilage; 5 herniotomies. Operative procedures were necessary for 65 other cases on the surgical service and also for 44 out-patients, who were not admitted to the Infirmary. Seventy-eight consultations were held on the surgical service. Of this number, 67 became private patients of the visiting surgical staff; thus accounting for more than a majority of the 91 patients on the service under private care. There were nine instances of patients remaining under house staff responsibility following consultation.

#### LABORATORIES

*Clinical Pathology:* This laboratory made 8903 clinical examinations during the year. Laboratory facilities were increased, because the experience of the preceding year revealed that changes were necessary to meet the needs of the clinical service. Modern treatment of infections by sulfonamide drugs throws a heavy load on every laboratory. Differentiation of various infections by laboratory methods, together with laboratory data necessary for the study of patients in the diagnostic clinic, further increased the work of the laboratory. No extra personnel was added during the year. The laboratory has, however, reached capacity with the present staff.

*X-ray:* Re-designing and re-locating the x-ray department was ably carried out by Doctor Showacre. Improved facilities, particularly dressing room space, has increased the speed in radiographing routine chests. The x-ray equipment is completely shock proof, providing maximum safety for patients. The new equipment is responsible for increased detail in the radiographs. The reception, viewing, and record rooms are now adjacent to the main x-ray laboratory. This has completely eliminated the congestion formerly experienced in the admitting office.

During the year 2739 x-rays were taken. This included 2119 routine chest films for the Department of Preventive Medicine. The department took 620 films for the Infirmary and Clinic.

Further data relative to x-ray changes in virus pneumonia was obtained this year. The x-ray department now has in its files a fine collection of the day-to-day changes occurring during this interesting and comparatively new disease.

*The Nursing Service:* Miss Margaret Russell, superintendent of the Infirmary, continued to direct the nursing service. At no time during the year were the wards under-staffed. No serious difficulty was experienced in obtaining qualified nurses. At times of peak loads, nurses cooperated with the superintendent by deferring time off to meet the emergency. A fine spirit of cooperation contributed much to the efficiency of this service.

Credit, in part, for the efficient nursing staff is due to Miss Russell's able assistants, Miss Ruby McPhail, assistant superintendent, Miss Elizabeth Thompson, operating room supervisor, and her assistant, Miss Dorothy Cummings. For the duration of the war it is quite probable that the nursing service will, at times, be strained to the utmost and, undoubtedly, it will be necessary to supplement registered nurses with nurses' aides.

As the year drew to a close, it became obvious that further development of the clinical medical service for peacetime needs must be curtailed and that emphasis should be placed on satisfying the demands of wartime conditions. Preparations were made for the University staff to service the clinical needs of the personnel at the naval training station at Cornell, as well as students registered in the accelerated program. For the duration of the war, it will be necessary to operate the medical service on a year around basis. Efficient use of physicians' time will necessitate consolidating, in so far as possible, medical services now conducted by both the Preventive and Clinical Departments. It is conceivable,

with an ever-increasing shortage of medical talent in the community, that the medical staff in emergencies may have to serve persons other than students.

It is essential, however, that certain services continue on a normal basis. The laboratory must not be neglected. The clinical library must have on its shelves the latest publications dealing with the newer concepts of treatment brought about by changing methods of war, particularly the treatment of casualties that may occur from the catastrophic bombing of the civilian population. Increased funds must be provided for the purchase of essential medical literature. Emergency supplies must be kept in order. Continuous instruction to the staff must be rendered in order to keep them alert regarding changing medical techniques and latest medical information concerning unusual diseases, particularly those that may be brought to our campus by assignment of over-seas men to this training station. There must be increased vigilance on the part of the health officer, and closer cooperation between his office and the clinical department.

The present staff realizes its responsibilities and stands ready to cooperate with the medical officers of the army and navy in the discharge of its wartime duties.

NORMAN S. MOORE,  
Clinical Director.



TABLE I, APPENDIX XXI

## ATHLETIC INJURIES

Sport	Number Registered	Number of Injuries	Number Injuries Requiring Time Loss from Classes	Time Lost From Classes			Medical Results
				Total Number of Days	Longest Number of Days one Injury	Average Number of Days (all injuries)	
Football		41	11	23	8	0.56	Recovered
Freshman F. B.		29	5	30	1	1.03	Recovered
150 lbs. F. B.	.....220	18	6	42	21	2.33	Recovered
Spring F. B.		13	0	0			Recovered
Track.....	191	19	5	14	6	0.73	Recovered
Baseball.....	63	5	0	0			Recovered
Basketball.....	65	2	0	0			Recovered
Crew.....	205	5	1	1	1	0.20	Recovered
Lacrosse.....	35	3	0	0			Recovered
Soccer.....	65	17	8	34	7	2.00	Recovered
Hockey.....	12	5	2	49	48	9.80	Recovered
Wrestling.....	57	17	1	3	3	0.17	Recovered
Fencing.....	51	2	2	2	1	1.00	Recovered
Skating.....	20	2	0	0			Recovered

TABLE II, APPENDIX XXI

## INFIRMARY REPORT

Month	Sex		Results	Medicine				Surgery		X-ray			Surgical Procedures															
	Male	Female		Recovered	Improved	Unimproved	Not treated	In for diagnosis only	Died	Number	Medical	Communicable	Private	Consultations	Number	Operative	Non-operative	Private	Consultations	Clinic consultations	Chest	Other	Laboratory procedures	Infirmary	Out-patients			
Sept....	43	20	14	84	16	13	12	12	4	1	5	6	9	2	9	4	85	12	195	9	1							
Oct....	290	283	21	996	225	58	88	178	233	232	1	4	5	50	47	9	12	4024	516	71	1264	5						
Nov....	210	197	34	579	143	54	35	139	134	134	2	5	63	9	54	13	10	3090	373	65	1050	23						
Dec....	171	200	5	793	143	57	49	128	1	4	13	45	17	28	9	11	17	2727	378	45	979	15						
Jan....	201	180	26	662	129	51	53	109	1	4	14	39	7	32	9	11	3128	396	48	1068	14							
Feb....	261	249	38	856	175	74	56	172	2	5	16	38	4	34	6	7	3495	226	55	1155	13							
Mar....	293	318	13	1140	220	98	97	201	2	8	11	52	14	38	19	6	3783	128	59	1364	9							
April....	218	203	28	787	133	2	14	158	266	263	3	8	11	36	13	6	3509	124	58	1098	24							
May....	135	149	14	844	96	53	23	116	11	4	16	45	8	30	11	5	2771	58	42	730	7							
Total...	1822	1808	6741	1280	528	462	1193	24	127	1	1	1429	1372	57	34	109	379	71	308	91	78	27464	2284	455	8903	136	44	644

## APPENDIX XXII

REPORT OF THE CHAIRMAN OF THE DEPARTMENT  
OF HYGIENE

*To the President of the University:*

SIR: I have the honor to present the report of the Department of Hygiene and Preventive Medicine for the year 1941-42.

## I. THE COMMUNICABLE DISEASES

The incidence of communicable disease was unusually light. There were but 26 cases of rubella (German measles), 25 cases of epidemic parotitis (mumps), 3 cases of rubeola (measles), 3 cases of scarlet fever, and one case of varicella (chickenpox), a total of 58 cases of the communicable diseases. This contrasts sharply with last year's total of 273 of such cases.

These cases were hospitalized at the Infirmary, and their close contacts observed according to the revised regulations of the University Sanitary Code as adopted by the Board of Trustees January 24, 1942.

Acting under the direction of the Board on Student Health and Hygiene, synopses of this revised code have been printed in the form of a wall chart and distributed to the various University buildings for posting. It is planned to distribute the wall chart synopses to all the fraternity and sorority houses with the opening of the University in the Fall. Copies of the complete revised code will also be sent all professors and assistant professors, and all physicians practicing in Tompkins County.

## II. SANITATION

Under the general direction of the Sub-Committee on Sanitation of the Board on Student Health and Hygiene, F. R. Georgia, sanitary chemist, Department of Buildings and Grounds, has continued his studies on the sources of pollution of Fall Creek, the University water supply, and the eradication of chlorinous tastes in the water processed in the University water purification plant. In regard to the latter problem apparently considerable progress has been made. All of the isolated wells and springs on the University property have been studied by Mr. Georgia and those found polluted have either been renovated or closed and posted.

In the course of studies made last year on the dishwashing facilities in the University, it became evident that improvement was needed in the equipment for heating the water for dish and glass washing. "Boosters" have been installed on the water heating systems found inadequate in those studies, and it is hoped that re-tests to be made this Fall will show water temperatures maintained consistently at 170° F or above.

Five small outbreaks of enteritis among the student body were reported and studied. In no instance was the same etiological organism isolated from both stool and suspected food. Warnings were placed in the local newspapers against the common fraternity house practice of purchasing meat and cider from irresponsible and uncertified distributors.

## III. HEALTH EXAMINATIONS

	Women	Men
Number of class of 1945 examined.....	436	1322
Number of class of 1942 examined.....	305	685
Number of entering Graduate students and others examined....	131	464
Totals.....	872	2471

<i>Remedial Defects Found</i>	<i>Class of 1945</i>		<i>Class of 1942</i>			
	<i>As Freshmen</i>		<i>As Freshmen</i>		<i>As Seniors</i>	
	<i>1322</i>	<i>436</i>	<i>1105</i>	<i>375</i>	<i>685</i>	<i>305</i>
	<i>Men</i>	<i>Women</i>	<i>Men</i>	<i>Women</i>	<i>Men</i>	<i>Women</i>
Defects needing care of surgeon	34	2	22	6	8	10
Defects needing care of otolaryngologist.....	93	19	13	3	38	6
Defects needing care of dentist..	73	10	84	6	46	7
Defects needing care of oculist..	191	21	111	15	45	7
	391	52	230	30	137	30
	(29+%)	(12%)	(21%)	(8%)	(20%)	(9+%)

*Faulty Health Habits Found*

Failure to obtain prescribed amount of exercise.....	153	1	106	3	98	5
Failure to obtain eight hours a night of sleep.....	93	8	103	15	107	70
Using more than the equivalent of 10 cigarettes a day (men), 5 a day (women).....	76	7	65	23	110	81
Drinking more than 2 cups of coffee or tea daily.....	19	1	9	1	22	7
	341	17	283	52	337	163
	(20%)	(4%)	(25+%)	(14%)	(49+%)	(53+%)

Under the new plan as worked out during the year, all students found upon examination in this department to have symptoms or signs suggestive of cardiac disease (2%), tuberculosis (3%), psychiatric (3%) or other disorders were given an appointment for further study and follow-up in the Diagnostic Clinic at the Infirmary.

The new health examination form as developed by the Committee on Records was used for the first time this year. Though the year's experience has revealed numerous minor flaws in the form, there seems to be no doubt that it represents a marked improvement over the old form.

Again we want to report that through the generosity of Mr. John H. Mayer of Kansas City, fifteen students who had shown a positive reaction to tuberculin, received the follow-up radiograph which was indicated but which they otherwise could not have afforded.

## IV. CLINICAL LABORATORY WORK

Urine examinations.....	4105
Hemoglobin determinations.....	263
Red blood cell counts.....	250
White blood cell counts.....	341
Differential white blood cell counts.....	342
Blood sedimentation rate.....	43
Urethral smears.....	1
Nasal smears.....	2
Gum smears.....	1

Albumenuria was found in 156 students, glycosuria in 33 students. When repeated examination showed the condition to be persistent, the student was referred to the Clinic or Infirmary for further study.

## V. CLASSROOM TEACHING

1662 registered for Hygiene One, all but 182 completed it successfully.

1503 registered for Hygiene Two, all but 122 completed it successfully.

- 35 registered for Hygiene Three, all completed it successfully.  
 9 registered for Hygiene Four (1st Term), all completed it successfully.  
 17 registered for Hygiene Four (2nd Term), all but 2 completed it successfully.  
 63 registered for Hygiene Five, all but 6 completed it successfully.  
 52 registered for Hygiene Eight (1st Term), all but 7 completed it successfully.  
 55 registered for Hygiene Eight (2nd Term), all but 7 completed it successfully.

Forty-three students registered for the Comprehensive Examination in Hygiene One, 28 took the examination and 2 passed it. Thirty-seven students registered for the Comprehensive Examination in Hygiene Two, 20 took the examination and 11 passed it. The University requirement for Hygiene was waived because of work done at other institutions as follows:

Hygiene One waived in 27 cases  
 Hygiene Two waived in 32 cases

A questionnaire given the Class of 1945 at their last Hygiene class and handed in unsigned, gave the following results: (The questionnaires signed by the student contrary to instructions were omitted in the tabulation. Not all students answered all the questions.)

1. I feel that the present course in Freshman Hygiene in respect to the material covered is:

- |   |     |
|---|-----|
| (a) Generally adequate to meet freshman needs.....  | 782 |
| (b) Generally inadequate to meet freshman needs.....  | 116 |
| (c) Generally adequate but short in certain respects.....   | 296 |
| (Shortages most frequently mentioned: first aid 59, sex hygiene 57, practical personal hygiene 56.) |     |

2. I have found my freshman hygiene course:

- |  |     |
|--|-----|
| (a) Generally interesting.....   | 608 |
| (b) Generally interesting but with some uninteresting topics.....  | 210 |
| (Most often mentioned as uninteresting were: community hygiene 48, biology 21, sanitation 13.)           |     |
| (c) Generally uninteresting.....   | 216 |
| (d) Generally uninteresting but with some quite interesting topics.....                                  | 109 |
| (Most often mentioned as interesting were: sex hygiene 72, diseases 9, personal hygiene 6, first aid 4.) |     |

3. I found the texts used in the hygiene course:

- |                    |     |
|--------------------|-----|
| adequate.....      | 948 |
| inadequate.....    | 94  |
| interesting.....   | 403 |
| uninteresting..... | 146 |

I felt that the lectures:

- |                                   |     |
|-----------------------------------|-----|
| supplemented the text well.....   | 759 |
| added but little to the text..... | 302 |

I felt that the motion pictures:

- |  |     |
|--|-----|
| supplemented the text and lectures well.....   | 918 |
| added but little to the text and lectures..... | 59  |
| needed more introduction and explanation.....  | 73  |

4. I would vote:

- |   |     |
|---|-----|
| (a) To continue freshman hygiene about as it is and required as at present of all students.....                           | 237 |
| (b) To continue the required hygiene but substitute military hygiene and first aid for much of the community hygiene..... | 572 |
| (c) To abolish the required hygiene and provide instead:  |     |
| 1. A one-hour a term elective course for 2 terms.....   | 131 |
| 2. A two-hour a term elective course for 1 term.....  | 98  |
| 3. A two-hour a term elective course for 2 terms.....   | 22  |
| 4. A three-hour a term elective course for 1 term.....  | 38  |

## VI. COOPERATIVE ACTIVITIES

The Department staff contributed to the work of other departments in the University as follows:

1. Examined 111 women food handlers, 39 women employees.  
Examined 144 men food handlers, 170 men employees.
2. Rechecked the physical status of 405 students for admission to the Advanced R.O.T.C.
3. Rejected upon the basis of physical examination 55 students from the Basic Course in Military Science.
4. Examined 30 students in contact with Nursery School children.
5. Supervised the isolation of 58 communicable disease cases at the Infirmary.
6. Supervised the sanitation of the swimming pools in the men's and women's gymnasiums.
7. Prescribed special exercises for 117 students referred to the Physical Education Department.
8. Examined 80 applicants for the Civil Pilot Training Course.
9. Examined 16 men and 89 women to determine their fitness for entering the five-year teacher-training program.
10. Provided medical service for the Freshman Camp held for men at Camp Cory on Keuka Lake, and for women at the Tompkins County Recreational Camp.
11. Performed 1504 clinical laboratory tests for the Clinic and Infirmary.

The Department cooperated with the United States Government in providing the following services:

1. The medical examining offices in the Old Armory have been made available to Selective Service Board 495 and most of that board's examinations have been made there. Several of our staff physicians have assisted in these examinations.
2. The facilities of the Department have been made available to medical officers on recruiting duty at Cornell from the Army, the Navy, and the Marines.
3. Tentative classification under the Selective Service Act according to physical status as revealed by their examination record was provided for numerous students.
4. Examined 118 students for Selective Service Board 495.

## VII. THE COMING YEAR

The coming year, 1942-43, is bound to be a difficult one for the Department because of the large number of our staff who will be called into the Armed Forces. To meet this war situation, the staff members remaining will of necessity have to teach larger numbers of students and the required hygiene course will have to be modified to include more field sanitation, first aid, and military hygiene, omitting much of the community hygiene heretofore given.

The action of the Board of Trustees in requiring a chest radiograph of all entering students will become operative July 1, 1942 and should greatly simplify the administration of the efforts to discover and get under early supervision, diseases of the heart and lungs. As an addition to this program, it is suggested that the Inter-fraternity Council be urged to take action to bring about pre-employment chest radiographing of all cooks and housemen in our fraternities and sororities. The Infirmary provides this service at a reasonable charge to the Department of Residential Halls and Dining Rooms, and a similar service could be quite easily provided the fraternity groups.

The fact that 20% of our senior men and 9% of our senior women have remediable defects still unremedied, points to the need for even more vigorous follow-up of such cases and for the means of obtaining correction of these defects on more favorable terms. Every effort should certainly be made to prehabilitate these



students during their college years for their much needed service in the Armed Forces or in civil life.

The tendency for the habits of students in regard to sleep, exercise, and use of stimulants to deteriorate during their four college years, is again shown in the fact that in the Class of 1942 the 14 per cent of women admitting such faulty health habits as freshmen had increased to 53 per cent as seniors while the 25 per cent of men admitting such faulty health habits as freshmen had increased to 49 per cent as seniors. This is a matter of deep concern, and it is hoped that the new Counselors of Students will give it serious thought and study this coming year.

The "line examination" of entering students which will substitute next Fall for the individual health examination, as done heretofore, will result in a loss of much of the opportunity for personal health instruction in association with that examination. The change will, however, have the advantage of completing the examining early in the college year thus expediting the classification of students for physical activities and clinical follow-up as well as freeing the staff members from their examining duties and making them available for clinical service early in the year. It is the hope that personal health instruction given at the time of Clinic visits will satisfactorily take the place of the instruction formerly given at the time of health examination.

As I close this twentieth report may I urge upon the Administration that in its effort to meet the ever-pressing problems of clinical care of the sick, it does not lose sight of the unique opportunity a university student health service affords for a long-term program of preventive medicine and health education.

D. F. SMILEY,

Chairman of Department of Hygiene and Preventive Medicine.

## APPENDIX XXIII

### REPORT OF THE DIRECTOR OF MILITARY TRAINING

*To the President of the University:*

SIR: I have the honor to submit this report of the Department of Military Science and Tactics for the academic year 1941-42.

#### GENERAL

The Department of Military Science and Tactics consisted of four units of the Reserve Officers Training Corps: Field Artillery, Signal Corps, Ordnance, and Infantry.

The Field Artillery and Signal Corps units gave two courses of four terms each; a Basic Course (required of all able-bodied male students of American citizenship) and an Advanced Course (elective for selected students who had completed the Basic Course.)

The Ordnance unit gave only an Advanced Course, opened to students in engineering or chemistry who had completed the Basic Course in another unit.

The Infantry unit consisted of the second year Advanced Course only due to the fact that discontinuance of this unit was to be effected at the end of the college year 1941-42.

Authority has recently been received for the establishment of a Quartermaster unit which will give the Advanced Course only. This course will be opened in the Fall of 1942. Students eligible for this Advanced Course must have completed the Basic Course of Field Artillery or Signal Corps prior to enrollment in the Quartermaster Advanced Course. The authorized strength for the Advanced Course, Quartermaster unit, is fifty (50) Juniors and fifty (50) Seniors.

University R.O.T.C credit is given to members of the Cadet Band. However, Band members, desiring to apply for the Advanced Course, must take at least one year of Basic instruction in either Field Artillery or Signal Corps in addition to Band requirements.

## BASIC COURSE

The Basic Course has three fundamental objectives: physical development, military training, and general education.

Physical development is primarily confined to promoting a correct carriage and perfecting intermuscular coordination.

Military training has the following objectives: an appreciation of the duties of citizenship, a knowledge of and respect for discipline, the development of potential abilities of "leadership and command" whereby, on the completion of the Basic Course, the student will become prospective noncommissioned officer material and will possess a basic knowledge of the duties of noncommissioned officers of the arm or service concerned.

The theoretical and practical subjects given in the Basic Course involve not only specialized drills pertaining to the arm or service, but also include subjects which will add to the student's general education. As illustrations of subjects of this nature are cited: Motors, Radio, Telephones, Instruments, and Survey.

## ADVANCED COURSE

The number enrolled in the Advanced Course varies from year to year, depending on the number authorized the institution by the War Department. (See Enrollment).

In general, students selected for this course are those who have shown in the Basic Course outstanding potential qualities for "leadership and command", and whose intelligence insures their developing into efficient officer material.

The training of the Advanced Course student is divided into two distinct divisions: one, theoretical, involving study and recitations in the classrooms; the other, practical military work, involving exercises which will develop leadership and will promote a sound foundation for command duty after the receipt of commission. Classroom instruction includes subjects which are of educational value as well as military; Military History, Law Tactics, and Advanced Gunnery, are cited as examples. The supervision and training of Freshmen by the Advanced Course Student, under the direction of Regular Army officer instructors, is an illustration of the means of developing individual leadership and command.

## ENROLLMENT 1941-42

Unit	Enrolled				Completed			
	Basic		Advanced		Basic		Advanced	
	1st Yr.	2nd Yr.	1st Yr.	2nd Yr.	1st Yr.	2nd Yr.	1st Yr.	2nd Yr.
Field Artillery...	1138	878	132*	123	913	697	151*	117
Ordnance.....	...	...	16	21	...	...	41†	21
Signal Corps....	90	84	13	13	80	65	10	13
Infantry†.....	...	...	...	56	...	...	...	52
Band.....	70	48	...	...	62	44	...	...
Total.....	1298	1010	161	213	1055	806	202	203

\*The increase of "Completed" over the "Enrolled" was due to enrollment subsequent to beginning of the year.

†Allotment increased by the War Department during the year.

‡Unit discontinued at close of school year.

NOTE: A pool of first year Advanced students who were not on contract, and who were not listed above as being enrolled, were initially organized at the beginning of the college year. As vacancies existed in the authorized enrollment for Juniors (due to failure or departure from college) transfers were made from the pool to a regular enrolled status.

No summer camp was operated during the summer of 1942. When students completed the Advanced Course as Seniors at the University, they were ordered to a service school for a period of approximately twelve weeks. At this service school, they received the training which they would have received at summer camp (given normally at the end of their Junior year).

Commissions as Second Lieutenants, Reserve Corps, were conferred on students completing the Advanced Course during the academic year 1941-42, distributed as follows:

*Air Corps (Ground Forces).....	18
*Chemical Warfare Service.....	4
*Engineer Corps.....	2
Field Artillery.....	70
Infantry.....	29
*Medical Administrative Corps.....	2
Ordnance.....	13
*Quartermaster Corps.....	12
Signal Corps.....	12
Total.....	162

\*Commissions were awarded to specially qualified volunteers who completed their R.O.T.C. training in either the Infantry or Field Artillery.

#### FACULTY AND STAFF

Changes in Army commissioned personnel during the school year were as follows:

##### Relieved:

Colonel Clinton I. McClure, F.A.	June 2, 1942
Lt. Colonel Jesse B. Matlack, F.A.	June 9, 1942
Lt. Colonel Frederic A. Metcalf, F.A.	July 1, 1942
Major Raymond O. Ford, Ord. Dept.	Sept. 14, 1941
1st Lt. Walter E. Hopper, Jr., Inf.	June 1, 1942

##### Assigned to Cornell:

Colonel Edwin R. Van Deusen, F.A.	May 6, 1942
Lt. Colonel Jewett D. Matthews, F.A.	May 2, 1942
Lt. Colonel Lewis E. Reigner, F.A.	June 6, 1942
1st Lt. Gerald S. White, Ord. Dept.	Sept. 8, 1941

The total faculty and staff personnel consists of fourteen officers and thirty-three enlisted men of the Army.

#### EXTRACURRICULAR ACTIVITIES

These activities include the managing and coaching of the following athletic teams: Varsity and Freshman Polo, Rifle and Pistol teams, all of which are self-supporting. The department also sponsored and furnished advisers for the Cadet Officers Club, Scabbard and Blade, Pershing Rifles, Pi Tau Pi Sigma (National Signal Society), the Annual Horse Show, and the Navy Ball (Spring Day), the proceeds of the latter being used to support and equip the R.O.T.C. Band. Effective the Spring of 1943, this ball will be known as the Army Ball.

#### ENLISTED RESERVE

Instructions have not been received at this time which will give a complete picture of the Enlisted Reserve or Pre-Induction Training. However, basically, the mission of this enlistment is to insure for the Army a future source of qualified officer candidates from college graduates, and to encourage those students, who possess potential officer qualifications, to enroll and continue in college. The basic qualifications for enrollment are: one, the student must be a citizen of the

United States, if under twenty-one years of age, he must have the consent of his parents; two, the student must be in good standing with the University and be recommended by University authorities for enlistment.

E. R. VAN DEUSEN,  
Colonel, Field Artillery, and Professor of Military Science and Tactics.

## APPENDIX XXIV

### REPORT OF THE DIRECTOR OF EXTRAMURAL COURSES

*To the President of the University:*

SIR: I have the honor to submit a report of the Extramural Courses for the year 1941-42.

Extramural Courses have been offered in five centers during the past academic year in addition to the extensive extramural offerings of the College of Engineering which have been under the direct administration of that college and are so reported. The enrollment is slightly higher than last year, but the numerous extra responsibilities placed upon teachers, public health nurses, and others normally interested in such work, have been such as to restrict the demand for university courses offered for credit. Courses in First Aid, Air Raid Protection, and the like, have properly required the attention of teachers and nurses. Many aspiring young teachers have left their profession to enter the armed forces or to take technical positions in industry thereby causing a shortage of teachers in many communities. The shortage of teachers at the moment, does not provide an incentive for additional university work. In the emergency a teacher with the very minimum of qualifications can get and hold a teaching position. It is believed, however, that this trend may eventually work in the opposite direction. Teachers with a minimum of professional preparation and others falling just short of legal requirements may welcome an opportunity to take courses which will enable them legally to assume teaching responsibilities.

The lowered registration of teachers in summer schools may suggest another possible increase of interest in Extramural Courses. Teachers who would normally be in summer schools are spending the summer at work in war industries. These include teachers who are making teaching their life work and look upon it as their chosen profession. They have set themselves the task of more adequate professional preparation and in most cases will become candidates for special certificates and advanced degrees but during the war emergency these programs of study have been delayed. They may, however, wish to make up in part for this professional loss of summer school attendance by taking professional work during the academic year. Tentative arrangements have already been made for such a center in Binghamton for the coming year and it is probable other centers may be established.

The fees from the courses have been sufficient to pay all stipends and necessary travel expense and to leave a net balance of \$165.05. The times are precarious and what the interests of potential students may be are obviously uncertain, but it appears that the provisions for the services of Extramural Courses were never more pertinent than at the present moment. They reflect a willingness on the part of the University to extend worthy services to such groups as may be in a position to profit through such study and thus they constitute a worthy link between the University and the public.

CLYDE B. MOORE,  
Director of Extramural Courses.

## APPENDIX XXV

## REPORT OF THE LIBRARIAN

*To the President of the University:*

SIR: I have the honor to submit the report of the Librarian of the University Library for the year ended June 30, 1942. The growth of the Library has been appreciable in spite of the war conditions. The closure of the continental European market has resulted in a noticeable decrease in accessions in some subjects but by no means in all fields. Some provision for meeting this situation has been made by the Library Board by establishing a War Reserve Fund, derived from the Library's ordinary book funds. The sum set aside thus far amounts to \$5,000.

In any case, the problem of providing space for the accessions of the future presents itself with growing insistence. The Librarian cannot refrain from pointing out once more the wisdom of preparing for this contingency before the breaking point is reached, and he ventures to repeat his hope that adequate working quarters and facilities may be provided for a loyal staff that had been handicapped by lack of room even before the last addition was made to the stack space. Unless an entirely new library building can be planned for, the logical remedy would be an added wing on the Northwest corner of the present building, somewhat like the extension erected on the Southwest corner in 1936-37.

During the past year the Library Board, which was reorganized in 1938, has made a further study of the complicated library situation which prevails at Cornell. An earlier study was based on a report of facts gathered by Mr. William J. Hyde concerning the methods by which books were acquired and added to the many more or less independent college and department libraries on the campus and their sources of income. A more recent survey, based on another report by Mr. Hyde, considered the methods of administration of these college and department libraries, their rules for circulation, hours of opening, and inventory practice. The wide range of differences in these matters accounts for some of the difficulties that arise with classes of books which are of interest to more than one group of students or faculty members, sometimes widely scattered over the campus in different colleges or departments.

The Librarian can announce with great satisfaction the organization and effective operation of a special body of friends of the Library, whose official title is "The Cornell University Library Associates." More details of their activity are given in the section of this report dealing with gifts.

## STAFF

With regret the Librarian announces the resignation of Mrs. Emily Loveless, who came into the library service in September 1926 and who since July 1927 has been in charge of the stacks in the central building. A faithful, loyal servant of the University, who performed with patience and unusual accuracy one of the most trying tasks in the library's technical administration, she leaves behind not only in the central building, but on all parts of the campus, a host of friends who wish her many years of happiness in her retirement. Mr. Millard J. Edsall has been appointed to the position of Stack Supervisor in her stead. Miss Barbara Veit was appointed an assistant in the Readers Division to succeed Miss Marion Struble, who resigned after her marriage.

## ACCESSIONS

The total amount expended for books, periodicals, and binding, according to Miss Ingersoll, Supervisor of Accessions, was \$36,961 as against \$36,222 in the preceding year. Additions amounted to 14,541 items of which 10,986 were for



## LIBRARIAN'S REPORT

CXIX

the general library, 3,593 for special collections and for college and department libraries. Purchases numbered 5,658 and items received by gift or exchange 5,328.

	<i>Items added</i>	<i>Present extent</i>
General Library		
Transferred or eliminated 14,221 .....	10,986	708,964
Dante Collection .....	9	10,896
Petrarch Collection .....	2	4,577
Icelandic Collection .....	156	21,830
Wason Chinese Collection .....	1,080	42,291
Wordsworth Collection .....	29	
“ “ “ “ (MSS.) .....	17	2,823
Cornell University Theses .....	534	15,656
Philological Seminary .....	4	1,174
Sage School of Philosophy .....	—	1,002
French Seminary .....	—	24
German Seminary .....	—	759
Latin Seminary .....	—	326
American History Seminary .....	—	671
Manuscripts .....	8	1,025
Maps .....	18	1,223
Cornell University Maps and Plans .....	—	202
U. S. Coast Survey Charts .....	—	950
U. S. Geographical Survey Atlases .....	—	216
U. S. Geological Survey Topographical Maps .....	36	5,739
British Geological Survey Maps .....	—	600
College of Architecture Library .....	626	4,568
Barnes Hall Library .....	52	4,048
Chemistry Library (Special) .....	5	544
Comstock Memorial Library (Entomology) .....	175	2,387
Economics Laboratory Collection .....	—	340
Forestry Library .....	—	1,181
Flower Veterinary Library .....	366	13,200
Goldwin Smith Hall Library .....	443	4,450
Hart Library (English Literature) .....	—	4,666
Gray Memorial Library (Electrical Engineering) .....	13	895
Kuichling Library (Civil Engineering) .....	10	2,350
Rockefeller Hall Library (Physics) .....	—	1,190
Van Cleeef Library .....	—	5,086
Total including MSS and Maps .....	14,569	865,853
New York State College of Agriculture Library .....	5,546	127,783
New York State College of Home Economics Library .....	504	11,064
Law Library .....	20,598	116,267
Total on entire campus .....	41,217	1,120,967

## CATALOGUE DIVISION

Miss Speed, the Head of the Catalogue Division reports the following figures:

Volumes and pamphlets catalogued .....	17,129
Maps .....	359
Manuscripts .....	11
Microfilms .....	15
Titles added to catalogue .....	9,447
Typewritten cards added .....	17,743
Printed cards .....	20,880

## PRESIDENT'S REPORT

Cards added to Library of Congress Depository Catalogue.....	73,961
Additions to cards.....	9,061
Volumes recatalogued.....	401
Cards corrected or dated.....	7,948

## CLASSIFICATION AND SHELF DIVISION

The figures reported by Mr. De Grassi for this Division are:

Books classified.....	13,925
Public documents.....	1,598
Maps.....	369
Manuscripts.....	9
Microfilms.....	14
Theses.....	292
Books reclassified.....	1,600
Presses moved.....	424

## PERIODICALS DIVISION

Miss Leland, the Head of the Periodicals Division reports:

Periodicals currently received	
By subscription.....	1,042
By gift and exchange.....	1,334
Total.....	2,376
Number of volumes on open shelves.....	3,480
Current periodicals on open shelves.....	572
Issued for brief home use.....	522
Volumes of periodicals bound.....	3,609

Among the new periodicals added this year were, Inter-American Bibliographical Review, Journal of Economic History, Journal of Near East Studies, Poetry Quarterly, and the Southern Journal. Seven daily papers from various sections of the country were added for easy reference in the Periodical Room.

## READERS DIVISION

Mr. Willis, Associate Librarian, in charge of the Reading Room and of Inter-Library loans, reports:

Days open to the public.....	323
Registered borrowers	
Faculty.....	1,054
Students	
College year.....	2,836
Summer Session.....	223
Recorded use	
Reading Room (number of books).....	157,595
Seminary Rooms.....	2,265
Stalls.....	2,922
Laboratories and Departments.....	6,002
Home use (including 11,085 Seven-day books and 522 brief loans of periodicals).....	51,184

## INTER-LIBRARY LOANS

Lent to other libraries.....	1,276
Borrowed from other libraries.....	516

The number of university, college, government, and industrial libraries that borrowed from Cornell was 208. Among them were:

Agfa Ansco Corporation.....	92	Columbia University.....	23
Texas Oil Company.....	45	Pennsylvania State College.....	23
Princeton University.....	44	Rutgers University.....	22
Syracuse University.....	42	Duke University.....	20
Brown University.....	37	Eastman Kodak Company.....	20
University of Rochester.....	37	Yale University.....	16
Johns Hopkins University.....	33	Harvard University.....	14
Wells College.....	31	University of Michigan.....	12
University of Buffalo.....	27	New York State Library.....	8
U. S. Department of Agriculture..	26	University of Chicago.....	6

Cornell borrowed books from 117 other libraries. Among them were:

Library of Congress.....	108	Hebrew Union College.....	14
Harvard University.....	30	Iowa State University.....	13
University of Rochester.....	29	Brown University.....	10
Yale University.....	29	Dartmouth College.....	8
Columbia University.....	26	New York Academy of Medicine..	7
Princeton University.....	24	Hamilton College.....	6
New York State Library.....	21	Eastman Kodak Company.....	5
University of Chicago.....	15	Union Theological Seminary.....	5

#### GIFTS

This year for the first time the Library has been aided by the recently organized Cornell University Library Associates. This organization of friends of the Cornell University Library, now numbering sixty members, with Professor Morris Bishop as its President, has just begun to make it possible to purchase works, the price of which would ordinarily have placed them beyond our restricted purchasing power. Among these gifts were the facsimiles of the Reichenau Lectionary and of the Tickhill Psalter, I. N. Phelps Stokes' "American Historical Prints" and Wheat's "Maps of the California Gold Region." The total expenditure from this source thus far amounts to \$163.

Our donor's list this year includes 650 names. Of the books added to the general collection 5,328 were gifts or exchanges; 5,658 were purchased. The number of periodicals received by gift and exchange was 1,334; we subscribed for 1,042. Once again we offer our sincere thanks to the editors and publishers of periodicals who have befriended us, and likewise to the learned societies, foundations, corporations, and government agencies, foreign and domestic, that sent us their publications.

As usual numerous faculty members as well as students enriched our collection with individual gifts. We are keenly aware of the value of such donations and can only hope that the example of these donors may find frequent imitation. Professors W. C. Andrae, C. L. Becker, Morris Bishop, R. H. Jordan, Vladimir Karapetoff, B. F. Kingsbury, W. F. Willcox, and A. H. Wright, most of whom are donors of long standing, were generous with gifts of larger numbers of volumes. Professor Bishop's gift included a copy of W. Bolingbroke Johnson's "The Widening Stain," (1942) a modern mystery story the scene of which is laid in the Cornell University Library. From the estate of the late Professor Preserved Smith we received (through Mrs. Cary Robertson) 442 volumes, mostly in the field of renaissance and reformation history. Donations of books in number were also received from Dr. Henry P. de Forest, Professor Cony Sturgis, Mrs. J. E. Trevor, and Mr. John P. Young. Mr. Woodford Patterson presented us with 228 volumes including many in English literature and in the history of mysticism. As in former years Mr. and Mrs. William F. E. Gurley contributed many volumes.

Most generous in his additions to the Wordsworth Collection was the original donor of the collection, Mr. Victor Emanuel. He added this year, among other items, eleven autograph letters of William Wordsworth and six of Samuel Taylor Coleridge valued in all at more than \$500, also the original plate, engraved copper, of a portrait of Wordsworth drawn by Robert B. Haydon and engraved by Thomas Landseer.

Through Miss Mary Hull we received 91 volumes in economics, the history of the West Indies, New York State local history, and Ithaca imprints; and, in addition a group of 28 works by Sir William Petty, plus 44 related books, forming a distinguished collection gathered by the late Professor Charles C. Hull, the bibliographer and editor of Petty's works.

From Miss Dorothy Cornell came eighteen books and numerous manuscript papers of Ezra Cornell, including an early diary. Mrs. Alan Austen presented 200 miscellaneous items, including six incunabula from the library of the late Willard Austen, Librarian Emeritus of the Cornell University Library. Miss Abby L. Sargent donated 125 autograph letters from Andrew D. White to Edward P. Evans and from Willard Fiske and Henry P. Tappan to Edward P. Evans. From Miss Frances C. White (through Miss E. R. Speed) we received two autograph letters of Henry James, two autograph letters of William James and the first edition (serial) of Henry James' "The Ambassadors" extracted from the North American Review.

Professor George M. Dutcher of Wesleyan University sent us seventy-five photographs of Cornell students of the Classes of 1895 to 1902. Colonel E. S. Evans of Detroit (through Professor Loren C. Petry) donated the "Minutes of the meetings of the Board of Directors of the National Gliders Association, Feb.-Nov. 1929." From Mr. Carter R. Kingsley came among other items, A. Delano's "Life on the plains and among the diggings", (Auburn, 1854), and Robert A. Campbell's "The Rebellion Register: a citizen's manual," (Kalamazoo, 1866); and from Mr. Charles L. Kingsley a bound volume of daily newspapers containing references to "The Albany-New York flight of Glenn H. Curtis" (May, 1910). Mr. James McCall donated the manuscript "Records of the Auxiliary Bible Society of the County of Steuben (N. Y.), Bath, N. Y., 1817-1845." From Mr. Henry E. Mattin came the six volumes of F. O. Morris's "History of British Birds" (London, 1851-57), and Sir Frederick Maze, Inspector General of Chinese Customs, gave us G. R. G. Worcester's "Notes on the crooked-bow and crooked-stern junks of Szechwan" (Shanghai, 1941). Mrs. Louise F. Peirce, a constant benefactor, presented thirty volumes of John Heneage Jesse's "Historical Memoirs." Substantial cash donations were received from the Current Events Club, from Mr. I. E. Drabkin, and our faithful friends Messrs. N. M. Crouse and E. M. Johnson. An addition has been made to the list of special endowment funds. Dr. Albert H. Mann, sometime Dean of the State College of Agriculture and later Provost of the University, has presented to the University the house in which he lived while in Ithaca. The income is to be used for the purchase of books in the field of biology. The fund is to be known as the Albert H. and Mary J. Mann Endowment.

OTTO KINKELDEY,  
Librarian.